

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 20, 2017**

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO – ANNUAL REPORT AND CAMPUS TOUR	Information Item
2	COEUR D’ALENE TRIBE EDUCATION PIPELINE	Information Item
3	2017 LEGISLATIVE UPDATE	Information Item
4	COLLEGE AND CAREER READY DEFINITION	Information Item
5	EDUCATOR PIPELINE WORKGROUP UPDATE	Information Item
6	MATH WORK GROUP UPDATE – MATH ISAT PERFORMANCE DATA	Information Item

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SUBJECT

University of Idaho (UI) Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the University of Idaho to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

IMPACT

The University of Idaho's strategic plan drives the University's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, the Division of Financial Management and the Legislative Services Office.

ATTACHMENT

Attachment 1 – Progress Report

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BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Progress Report

April, 2017

Strategic Plan Implementation (The institutions as well as progress toward moving the Board's strategic plan forward)

- Details of implementation
 - The final plan was developed and an annual report based on the prior years' guiding pillars was produced.
 - The Institutional Planning and Effectiveness (IPE) committee was formed and charged with developing a structure to collect, implement and monitor unit and program cascading plans that will create linkages at all levels of the organization. The unit cascaded plans are currently in review.
 - By next cycle, the budget cycle and program prioritization/ process improvement efforts will be fully integrated to the overarching strategic plan. These efforts for the Board also serve to meet the requirements of accreditation through NWCCU.
 - Concurrently, the institution has made significant progress towards robust centralized data collection and analysis that will support data-driven decision making and strong monitoring and reporting capabilities.
 - Moving forward, progress (and need for mid-course corrections) will be monitored through an internal annual report cycle shared with the Board and the general public.

- Status of goals and objectives

Last year the UI community worked very hard to move our university forward and to further define what the future looks like for our students, our university community, our state and our world. While the new strategic plan was reviewed and approved, we continued to use the foundational pillars as our guide to progress in strategic areas now reflected in the completed plan. Going forward, we will remain dedicated to these ideals but will use different words as outlined in our new Strategic Plan to keep us on track and to more specifically measure our success.

The foundational pillars embodies what UI has done for many years, perhaps since our founding. We used the words "transformative

education,” “ideas that matter” and “building our team” to describe strategic areas of focus. Some of these achievements are listed here.

IDEAS THAT MATTER

As Idaho's land-grant university, UI is a leader in research and engagement with Idaho communities. UI researchers, scholars and artists are dedicated to exploring, creating and executing ideas that matter to Idaho, the Northwest and the rest of the world. Some of our key achievements in this area are highlighted below. We:

- Established an Office of Undergraduate Research to support student engagement and opportunities in research, scholarly and creative activities across disciplines.

- Invested in our own excellence with the launch of the Vandal Ideas Project, a university-wide grant program that puts competitively awarded internal funding toward interdisciplinary research, creative work and scholarship. Last year, the program awarded a total of \$300,000 to five projects.

- Surpassed \$100 million in research expenditures for the first time in university history and experienced a 14.1% percent increase in research awards from \$71.95 million in FY15 to \$82.11 million in FY16.

- Demonstrated excellence in faculty research: two faculty members won the National Science Foundation Faculty Early Career Development, or CAREER, award. Tara Hudiburg (College of Natural Resources) will use the award to explore the effects of thinning practices on forests. Craig McGowan (College of Science) will study how anatomy and function inform each other in animals.

BUILDING OUR TEAM

The University of Idaho is a purpose-driven organization with a vibrant intellectual community that attracts, retains and develops great faculty and staff. We aim to create a professional environment that recognizes excellence, uses our resources wisely, and responds quickly and effectively to trends, challenges and opportunities. In our efforts to build a stronger team, we:

- Committed to developing and deploying a market-based compensation system with the goal of increasing salaries to 100 percent of market (on average) by 2025.

- Welcomed new leadership to the university and made strategic human resources decisions and staff changes, including the addition of a new human resources director, internal hiring changes and improved faculty diversity.

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- Enhanced budget transparency by revitalizing the University Budget and Finance Committee (UBFC) and improving and incentivizing the budget request process.
- Increased employee recognition with improved faculty and staff award events.

TRANSFORMATIVE EDUCATION

The University of Idaho serves every qualified student with a unique educational experience. We prepare students to become problem solvers and lifelong learners with the skills, perspectives and experiences to foster shared prosperity in an increasingly knowledge-based global economy. We achieved the following:

- Initiated and led the state's Direct Admissions program, which proactively admits Idaho high school seniors into college based on GPAs and college entrance exam scores. In support of the program, we held Enroll Idaho events at 43 locations across the state. More than 400 students and 300 families attended these events. As a result of these and other strategic efforts, our fall 2016 student enrollment increased 3.6 percent over fall 2015. This accomplishment positions UI for continued success in this area as envisioned in the Strategic Plan.
- Completed a \$1.3 million remodel that transformed UI Library's first floor into a modern, collaborative and interdisciplinary learning space with the latest technologies.
- Addressed Idaho's doctor shortage by expanding the WWAMI medical education program to 40 students per year and implemented a major curriculum change that keeps medical students on the Palouse their first two years in the program.
- Launched seven fully online degrees within the College of Letters, Arts and Social Sciences, to include five undergraduate programs and two master's programs.
- Participated in the 2016 Idaho Indian Education Summit in Boise, where staff from the Idaho Water Resources Research Institute co-presented to educators on the impact of federal Indian policy on the education of American Indian students.
- Issued a Go On study, by UI's James A. and Louise McClure Center for Public Policy Research, that explored factors in Idaho's high school students' decisions to pursue postsecondary education. The McClure Center also partnered with the Idaho Commission on Hispanic Affairs to study demographic, labor force, and education characteristics of Idaho's Hispanic population.

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- Held the 2016 University of Idaho Cultural Literacy and Competence Symposium, where students, faculty, staff and guests gathered to focus on building inclusive communities.
- Completed a \$19 million makeover of the College of Education which modernized the facility and increased student access to cutting-edge tools used in the teaching environment.
- Completed a multimillion dollar residence hall remodel, updating every living space in the Wallace Residence Center and enhancing technology capabilities in all residence halls.
- Established the Tribal Excellence Scholarship to waive out-of-state tuition for students who are members of the tribes with which the UI has a Memorandum of Understanding (MOU).
- Made a difficult decision to move from the National Collegiate Athletic Association's Football Bowl Subdivision (FBS) to the Big Sky, a Football Championship Subdivision (FCS) league, positioning UI for exciting regional competition.

Enrollment Numbers (As reported in the performance measure report (FY16))

- Total Enrollment 10,997 (Unduplicated Annual Headcount) (headcount); FTE of 9,843
 - Undergraduate 8,574 from FY16 PMR
 - Graduate 2,033 from FY16 PMR
 - Professional 390 from FY16 PMR

Retention Rates (As reported in the performance measure report (FY16))

- Retention Rate:
 - First-Time Full-time: 80% from FY16 PMR
 - New Transfer: 77% from FY16 PMR
 - Part-Time: 53% from FY16 PMR

Graduation Rates (As reported in the performance measure report (FY16))

- Six Year Graduation Rate for full-time new freshmen, 56%
- Degrees Awarded:
 - Bachelors 1,759
 - Masters, Specialists, and Doctorates 600
 - Professional (M.S.A.T, J.D., EdD, D.A.T) 144
 - Certificates 89

Research and Economic Development

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- Research expenditures reported to NSF for 2016 exceeded \$102M
- Classified in The Carnegie Classification of Institutions of Higher Education (2016) as Doctoral: Higher Research
- Tara Hudiburg, an assistant professor of Forest Science in the UI College of Natural Resources, and Craig McGowan, an assistant professor of Biological Sciences in the UI College of Science and the WWAMI medical education program, earned Faculty Early Career Development (CAREER) awards, and through them a combined \$1.7 million in research funding.
- Contributes approximately \$1.1 billion to Idaho's economy through the combined activities of the University and its alumni which is nearly 2 percent of the state's economy (2015 EMSI Study).
- Vandal Ideas Project: Research - Five teams of scholars and researchers from across colleges and disciplines have been awarded grants of between \$40,000 and \$80,000 through VIP, a competitive, university-wide grant program aimed at stimulating new research, creativity and scholarship.
 - "Visualizing Science" brought together seven teams of outstanding UI artists, designers and scientists to create visual interpretations of scientific issues important to the state, region and world. The works are displayed in the Prichard Gallery in downtown Moscow.
 - "Hydrodynamic Simulator for Brain Therapeutic Development" created an anatomically realistic 3D model and computer visualization system of the fluid spaces that surround the brain and spinal cord, a region occupied by the cerebrospinal fluid. This model will help researchers and clinicians understand solute transport within the cerebrospinal fluid system and ways to use it for delivery of therapeutics to the central nervous system to treat neurological disorders such as amyotrophic lateral sclerosis (ALS), Alzheimer's disease, brain cancer and others.
 - "Center for Digital Inquiry and Learning (CDIL): Building Capacity Through Collaboration" provided space, technology and support to help faculty develop new understandings and techniques for analyzing data, understanding and interpreting the resulting information and knowledge, and distributing these understandings in ways that take advantage of digital connectedness.
 - "Polymorphic Games – An Interdisciplinary Game Design Studio for Vandals" created a studio that brings together teams of students from science, engineering, humanities and education to develop video games based on principals of evolutionary science.
- "Theory, Practice and Social Aspects of Reproducible Science uses research, education and outreach to promote the practice of reproducible research and to inform research practices by advancing a theory of non-reproducibility.
- University of Idaho students, faculty and alumni in programs across campus shoot for the stars with NASA projects and partnerships.
 - Associate physics professor Jason Barnes also works on Cassini, studying Saturn's moon Titan. His discoveries include waves on the moon's methane seas.

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- The College of Education's Silver Valley Upward Bound program focused on astronomy and included a visit to Space Camp in 2015.
- A team of College of Art and Architecture students have studied sustainable design techniques at NASA's Ames Sustainability Base research facility.
- Students and faculty participate in Idaho Space Grant Consortium and Idaho NASA Experimental Program to Stimulate Competitive Research (EPSCoR) projects, such as Idaho RISE, a high-altitude scientific balloon program for college and high-school students.
- Teams in the College of Engineering's senior design program frequently work on NASA-sponsored projects.
- Electrical engineering professor David Atkinson in the College of Engineering is part of multiple NASA projects, including Saturn and Venus probe mission proposal teams, the NASA Jet Propulsion Laboratory Ice Giants mission study and the UI Robotic Lunar Exploration Program.
- Mechanical engineering alumna Sophie Milam participated in NASA HI-SEAS Mission 3, a long-duration Mars seclusion simulation mission in Hawaii.
- College of Natural Resources graduate student Troy Magney studied remote-sensing technology, leading to a postdoctoral position at NASA
-

Highlight Any College Standouts

- UI awarded more than \$11 million in scholarship support to over 4,000 Idaho residents for the 2016-17 academic year and more than \$25 million in scholarship support to over 5,500 students from 47 states. UI students will receive an additional \$100 million dollars in financial assistance through state and federal programs. Through a combination of scholarships, state and federal financial assistance, the University of Idaho will provide over \$125 million dollars to students and families to help pay for college for 2016-17.
- National Merit Scholars – Most in the Northwest at 81 total; also, has had 28 Goldwater recipients since 1991.
- Library: Five faculty members were selected for the inaugural Think Open Fellowship program intended to increase student success by reducing the cost of course materials through training in open and affordable alternatives.
- Natural Resources: Fire science collaboration resulted in review article: *The Science of Firescapes Achieving Fire-Resilient Communities*, Bioscience 66, 130-146 (2016) authors are from U of Idaho, UC Berkley, U of Montana, South Dakota State University, University of Tasmania, US Forest Service, Utah State University, Colorado State University, Woods Hole Research Center, National Park Service and the Desert Research Institute; Named #1 value for Natural Resources by USA Today
- Letters, Arts & Social Sciences: Hands-on journalism training will be made available in Boise this May during the University of Idaho's School of Journalism and Mass Media's annual High School Journalism Workshop. Also, Professor

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Kelly Quinnett, head of performance at UI theatre Arts, was awarded the Golden Medallion, considered one of the greatest honors in theater education during the Region 7 Kennedy Center American College Theatre Festival.

- Agricultural & Life Sciences: Extension developed Sustainable Farm Law 101 workshop geared toward farmers, ranchers and landowners to empower participants to move forward on legal issues of greatest importance to their operation, including business organization, workers, food safety, land matters, sales and contract, and insurance.
- Science: Dr. Ginger Carney has been named as the dean of the College of Science. Carney is a member of the Interdisciplinary Faculty of Neuroscience and Faculty of Ecology and Evolutionary Biology and has won numerous awards, including the Women's Faculty Network Outstanding Service and Leadership Award, the College of Science and Association of Former Students Distinguished Teaching Award, and the Center for Teaching Excellence 25th Anniversary W Course Teaching Award. She was named an SEC Academic Leadership Development Program (SEC-ALDP) Fellow for 2015-2016. She serves on grant review panels for the National Science Foundation (NSF) and National Institute of Health (NIH), and also serves as an ad hoc reviewer for NSF, NIH and numerous journals, including Proceedings of the National Academy of Science USA, PLoS Biology, the Journal of Insect Physiology, Evolution, and Proceedings of the Royal Society.
- Law: College of Law was recently ranked No. 18 for employment outcomes for its graduate by the American Bar Association. The data — based on the Class of 2015 — makes UI's College of Law one of the top law schools west of the Mississippi River, behind only the University of California, Berkeley, and Stanford.
- Engineering: The University of Idaho's National Institute for Advanced Transportation Technology (NIATT) was awarded \$4 million by the U.S. Department of Transportation to conduct collaborative research over the next five years as a member of two University Transportation Center consortiums. Also, in its 23rd year, the college has offered Women in Engineering Day as a one-day workshop for high school women in grades 11-12 designed to introduce students to academic and career options in engineering and computer science.
- Education: The College of Education was ranked among the Best Online Graduate Education Programs for 2017 by U.S. News and World Report. U.S. News ranked online programs on five categories: Student engagement, student services and technology, admissions selectivity, faculty credentials, and training and peer reputation. More than 1,300 online programs were assessed, and the College of Education was 185th among the Top 200 in the U.S.
- Business: Awarded \$3,500 in prize money to four teams during the fall 2016 Idaho Pitch competition where approximately 120 students pitched their business ideas to 40 judges during the annual competition. The contest allows student entrepreneurs to meet multiple judges, pitch their business or product idea, and have a conversation about how to move their ideas forward to market. The cash prizes are sponsored by *Idaho Entrepreneur Challenge*.

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- Art & Architecture: Three University of Idaho architecture students were awarded top honors in a “Best Use of Idaho Wood” competition to design a marketplace along the Snake River in Lewiston. The projects were judged on how the designs demonstrated a creative solution and knowledgeable application of integrated design and an innovative use of wood.
- Athletics: Won the Idaho Potato Bowl while also correcting past APR issues; men’s and women’s basketball success leads to post-season tournament play;

Collaborations with Other Institutions or Industry

- Joined with the Nature Conservancy, Wood River Land Trust in collaboration on Rock Creek Ranch project. The 10,400-acre Rock Creek Ranch near Hailey is owned by The Nature Conservancy and the Wood River Land Trust, and is managed to conserve the area’s grasslands and to prevent future development. The UI joined the two landowners this summer as the research and outreach arm of the three-pronged collaboration. The first project is the Rock Creek Restoration and Reconnection Project, intended to improve water quality, stream function and provide fish passage between Rock Creek and the lower Big Wood River
- In an ongoing effort to support high-tech business growth in North Idaho, the University of Idaho Coeur d’Alene has established a two-year strategic partnership with Protelligent, Inc., a cybersecurity management company.
- Ongoing statewide collaboration on the Idaho Regional Optical Network (IRON) for high speed statewide broadband connectivity enabling research, education and outreach
- Begun to inventory and assess multiple collaborative efforts we have with Washington State University for further efficiencies that can be achieved with a regional university holding the same land grant mission
- Clearwater Economic Development Association/Lewis Clark State College/Idaho Department of Labor/Valley Vision/North Central Idaho manufacturers/North Central Idaho high schools/UI are working together on several workforce development initiatives
- Ongoing collaborations with the Idaho National Laboratory for graduate education and joint facility use
- Center for Advanced Energy Studies
- Urban Design Center work with industry, Boise community
- Engineering is key collaborator in Tech Help

Capital Campaign

We are in the planning stages for the next capital campaign. For 2016, fundraising exceeded \$14M in gifts and bequests.

Community Partnerships

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- Cities of Moscow and Pullman/Latah and Whitman counties/ Moscow and Pullman Chambers of Commerce/Southeastern Washington Economic Development Association/Washington State University/Latah and Whitman County businesses/UI work together as the Palouse Knowledge Corridor to help companies in the Palouse region succeed by matching them with resources through the Spring and Fall Business Showcases and the Be the Entrepreneur Bootcamp
- Participation in Community-University Strategic Partnership (CUSP) for the City of Moscow branding initiative
- Participation in Partnership for Economic Prosperity (PEP) between City, County and UI

New Buildings (including major renovations)

- IRIC – completed and online Jan 2017
- College of Education – completed July 2016
- WWAMI Building renovation begun
- Ongoing classroom renovations

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SUBJECT

Coeur d'Alene Tribe Education Pipeline

REFERENCE

April 2016

Board received information and update on the State Tribal Education Partnership (STEP) grants with the Nez Perce Tribe and the Coeur d'Alene Tribe.

BACKGROUND/DISCUSSION

The Coeur d'Alene Tribe has developed a comprehensive education pipeline that acknowledges and seeks to understand the areas where students are lost in the pipeline and provide supports to those areas. Developed in 2007 and updated and refined regularly since that time, the education pipeline provides a visual illustration of the tribe's existing state of affairs regarding education and workforce development. The pipeline features 15 sequenced educational groupings: early childhood, primary education (K-2), elementary education (3-6), middle (7-8), high school (9-12), adult education, undergraduate education, graduate education and career.

IMPACT

The presentation and subsequent discussion will provide an update of successes the Coeur d'Alene Tribe Department of Education have had in developing a comprehensive education pipeline for students starting in early childhood and ending with graduate and professional degrees.

ATTACHMENTS

Attachment 1 – Handout – Coeur d'Alene Tribal Pipeline

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STAFF COMMENTS AND RECOMMENDATIONS

The work the Coeur d'Alene Tribe has done on their education pipeline is an example of how targeted supports and continued focus by the community as a whole can show measurable improvements in outcomes for students. The model used by the Coeur d'Alene tribe provides for examples that could be replicated in other parts of the state for providing targeted supports to students.

BOARD ACTION

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EHS	40	Pre K	11
CDA	32	CDA	2
CDA Desc.	4	Other Native	1
Other Native	3	Non-Native	8
Non-Native	1		

Head Start	36	Kindergarten	36
CDA	33	CDA	26
CDA Desc.	1	Other Native	4
Other Native	1	Non-Native	6
Non-Native	1		

ITF	16	Grade 1	23	Grade 4	32
CDA	8	CDA	19	CDA	21
CDA Desc.	4	Other Native	2	Other Native	7
Other Native	3	Non-Native	2	Non-Native	4
Non-Native	1				

Toddler	8	Grade 2	23	Grade 5	14	Grade 7	17
CDA	7	CDA	14	CDA	9	CDA	9
CDA Desc.	0	Other Native	2	Other Native	3	Other Native	4
Other Native	0	Non-Native	7	Non-Native	2	Non-Native	4
Non-Native	1						

PreSchool	12	Grade 3	26	Grade 6	30	Grade 8	31	Grade 9	30	Grade 10	31	Grade 11	19	Grade 12	18	
CDA	10	CDA	16	CDA	15	CDA	13	CDA	17	CDA	18	CDA	8	CDA	8	
CDA Desc.	0	Native	4	Other Native	6	Other Native	7	Other Native	7	Other Native	1	Other Native	2	Other Native	3	
Other Native	1	Non-Native	6	Non-Native	9	Non-Native	11	Non-Native	6	Non-Native	12	Non-Native	9	Non-Native	7	
Non-Native	1														Graduates	12

GED Youth	10	NACTEP Degrees	51
CDA	6	CDA	28
CDA Desc.	2	Dual Credit	3
Male	4	CDA Desc.	3
Female	6	Other	5
		Dual Credit	1
		Non-Native	10
		HED Phd	3
		CDA	3
		Male	0
		Female	3
GED Adult	83	NACTEP Cert.	1
Tribal	49	CDA	0
Male	41	CDA Desc	0
Female	42	Other	0
		Non-Native	1
Pre - College	13	HED 2-Yr.	15
CDA	2	CDA	15
Male	8	CDA	34
Female	5	CDA	3
		Male	3
		Female	0
		HED 4-Yr.	34
		CDA	3
		Male	3
		Female	0
		HED Master's	3
		Other Phd	6
		CDA	2
		CDA Desc.	1
		Non-Native	3



- Early Head Start
- Head Start
- Child Care Program
- Imagine The Future
- First Steps
- K1 Kids (K-1)
- Success Center After School Program (Gr. 2-5)
- U of Idaho 4-H Extension (Gr. 2-5)
- Success Center After School Program (Gr. 2-5)
- U of Idaho NSF Grant Back To The Earth (BTTE) (Gr. 4-6)
- BPA Grant
- U of I NSF Grant BTTE (Gr. 4-6)
- WSU Leadership Camp
- Natural Resources Camp
- Johnson O'Malley Program
- NACTEP Summer Internship
- Johnson O'Malley Program
- Imagine the Future
- GEAR-UP
- Dual Credit Program
- Credit Retrieval Program
- Upward Bound
- Native American Career and Technical Education Program:
 - Summer Youth Internship
 - Summer Youth College Classes
- Career Awareness Program
 - Pre-Employment Program
 - Natural Resource Camp
 - WSU Leadership Camp
- College Preparation Program
 - College Campus Visits
- Success Program:
 - Tutoring Program
 - Advising Program
- Workforce Investment Act (Youth)
- Community Partners:
 - U of I Extension
 - BMC Wellness Center
 - Rock'n the Rez Program
 - Hnqhesnet (It is our well-being) Program
- Adult Education
- Pre-College Program:
 - Pre-college Reading/Writing
 - Precollege Math
 - Math 108
 - Keyboarding
- Native American Career and Technical Education Scholarship Program:
 - Adult Apprenticeships
 - Business Leadership AAS Degree
 - Hospitality AAS Degree
 - Child Development Cert/Degree
- Partnerships:
 - ECLC
 - North Idaho College
 - Idaho Dept. of Labor
 - U of I Moscow
 - U of I CDA
 - Lewis Clark State College
 - WSU Pullman
 - WSU Spokane (Health Sciences)

92 TOTAL

- Adult Vocational Training Program (AVT)
- Native American Career and Technical Education Scholarship Program
- Workforce Investment Act (Adult)
- Tribal Scholarship Program
- HED Program College Partnerships:
 - Community Colleges of Spokane
 - Gonzaga
 - LCSC Lewiston/LCSC Coeur d'Alene
 - North Idaho College
 - U of I Coeur d'Alene
 - U of I Moscow
 - WSU Pullman
 - WSU Spokane (Health Sciences)
- Intercolleage MOU's
 - North Idaho College
 - NW Indian College
 - University of Idaho
 - Lewis-Clark State College
 - Washington State University

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SUBJECT

2017 Legislative Update

REFERENCE

June 2016	The Board approved legislative ideas for the 2017 legislative session.
September 23, 2016	The Board approved 2017 legislation
December 2016	The Board approved two additional pieces of legislation (STEM School Designation and Adult Postsecondary Completion Scholarship) and authorized Board staff to collaborate with the Governor's staff to support the legislation as it moves through the legislative process.
February 16, 2017	The Board received and update regarding progress of Board sponsored legislation. The Board also approved one additional piece of legislation regarding waiving minimum K-12 instructional hours.

BACKGROUND/DISCUSSION

This item is to provide the Board with an update on Board approved legislation and other education related bills considered during the 2017 legislative session. The Board approved twenty-two (22) bills and one (1) concurrent resolution for introduction and supported two (2) pieces of legislation related to the Governor's education initiatives for the 2017 legislative session.

The following list provides the status of legislation submitted or endorsed by the Board as of April 10, 2017:

Board Submitted Bills:

H36: Repeals existing law to remove an obsolete provision of law prohibiting fraternities, sororities, and secret societies in elementary and secondary schools. Status: Signed by Governor

H37: Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers. Status: Signed by Governor

H58: Repeals existing law to remove an obsolete provision of law relating to teaching certificates obtained during or prior to 1947. Status: Signed by Governor

H73: Amends existing law to provide that upper division courses and programs are allowable at a public community college if the taxing district meets certain requirements regarding population and total taxable property value. Status: Signed by Governor

H74: Amends existing law to clarify the sequence of appointments to the Public Charter School Commission. Status: Signed by Governor

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H75: Removes obsolete provisions relating to the education of expectant mothers; and to remove the funding provision for such programs. Status: Signed by Governor

H105: Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of literacy instructional skills by the teacher prep candidate. Status: Signed by Governor

H106: Amends existing law to require accredited residential schools to remain under the jurisdiction of the Department of Health and Welfare. Status: Passed House, Failed in Senate

H107: Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii. Status: Signed by Governor

H113: Amends existing law to provide that a teacher or administrator who retires at age 60+ years and who again becomes employed may continue receiving benefits and not accrue additional years of service, under certain conditions. Status: Signed by Governor

H242: Amends existing law to authorize a waiver of minimum instructional hours after a disaster declaration under certain conditions. Status: Transmitted to Governor for Signature

H252: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system. Status: Reported Printed and Referred to House Education

H253: Amends existing law to revise the definitions of "instructional staff," "measurable student achievement," and "performance criteria." Status: Transmitted to Governor for Signature

S1014: Amends existing law to require each school district and public charter school to submit a technology plan to the State Department of Education. Status: Held, Senate Education Committee

S1015: Amends existing law to revise the definitions of "instructional staff," "measurable student achievement," and "performance criteria" for the career ladder. Status: Passed Senate, Replaced with H253

S1018: Repeals existing law relating to school accountability report cards. Status: Signed by Governor

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S1019: Repeals existing law to provide for school safety patrols, and adds to existing law to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations. Status: Signed by Governor

S1029: Amends existing law to provide for a technical correction that clarifies that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and authorizes the school districts to grant credit for career technical courses. Status: Signed by Governor

S1030: Amends existing law to provide for the dual enrollment of a nonpublic or public charter school student in a public charter school or public school district school. Status: Signed by Governor

S1033: Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system. Status: Passed Senate, Replaced by H252

S1059: Amends existing law to extend eligibility for master teacher premiums to pupil service staff employees under certain conditions. Status: Signed by Governor

SCR105: Stating findings of the Legislature and authorizing the State Board of Education to enter into agreements with the Idaho State Building Authority to finance construction of the Idaho Cybercore Integration Center and the Idaho Collaborative Computing Center. Status: Adopted, delivered to Secretary of State.

Board Supported Bills:

H190: Adds to existing law to provide for the Adult Postsecondary Completion Scholarship. Status: Passed House Education Committee; Held on House Third Reading Calendar, returned to committee

H70: Adds to existing law to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation. Status: Signed by Governor

General Fund Appropriations

The FY 2018 General Fund appropriations to all major education spending categories increased compared to FY 2017 levels.

K-12	\$1.67 billion (+7.4%)
Community Colleges	\$39.4 million (+6.7%)
Four-Year Institutions	\$287.1 million (+2.7%)

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Career Technical Education \$65.4 million (+5.3%)

Additional Education Legislation Highlights

HCR12 – Stating findings of the Legislature and authorizing the Legislative Council to appoint a committee to conduct a study of the public school funding formula and to make recommendations.

S1147 – Amends and adds to existing law to provide for the transfer of college credits at full value from one Idaho public college or university to another. Status: Held in Senate Education Committee

The attached summary provides the final status of each Board bill, as well as other education-related legislation.

IMPACT

Board action through rulemaking may be necessary dependent upon passage of several pieces of legislation.

ATTACHMENTS

Attachment 1 – Idaho Legislature - 2017 Legislative Session Education Legislation	Page 5
Attachment 2 – College and University Budget Highlights	Page 20
Attachment 3 – Community College Budget Highlights	Page 21
Attachment 4 – Public Schools Budget Highlights	Page 22

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be prepared to renew specific legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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Idaho Legislature - 2017 Legislative Session

Education Legislation

<u>Bill No</u>	Description	Last Action	<u>Note</u>
H0035	Scholarship/adult postsec complet	01/24/2017 House Reported Printed and Referred to Education	Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.
H0036	Ed, frat/soror restrictns repealed	02/22/2017 House Reported Signed by Governor on February 22, 2017	Repeals existing law relating to certain restrictions regarding fraternities, sororities, and secret societies.
H0037	School prop/senior centers repealed	02/22/2017 House Reported Signed by Governor on February 22, 2017	Repeals existing law to remove an obsolete provision of law allowing school property to be used as senior citizen centers.
H0053	State/school lands, oil/gas develop	03/24/2017 House Reported Signed by Governor on March 24, 2017	Amends existing law to authorize the State Board of Land Commissioners to lease state and school lands for oil and gas development for a term of up to ten years.
H0058	Teaching certs/prior to 1947/repeal	02/22/2017 House Reported Signed by Governor on February 22, 2017	Repeals existing law relating to teaching certificates obtained during or prior to 1947.
H0070	STEM school designation	03/20/2017 House Reported Signed by Governor on March 20, 2017	SCHOOLS – Adds to existing law to provide legislative intent and to provide for the award of STEM (science, technology, engineering and mathematics) school or STEM program designation.
H0073	Cmty colleges, upper div courses	03/20/2017 House Reported Signed by Governor on March 20, 2017	COMMUNITY COLLEGES – Amends existing law to provide correct terminology and to provide that upper division courses and programs are subject to certain approval.
H0074	Pub charter school cmsn, appts	02/28/2017 House Reported Signed by Governor on February 28, 2017	PUBLIC CHARTER SCHOOL COMMISSION – Amends existing law to clarify the sequence of appointments to the commission.

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H0075	Ed, expectant mothers, repeal prov	02/28/2017 House - Reported Signed by Governor on February 28, 2017	EDUCATION OF EXPECTANT MOTHERS – Repeals and amends existing law to remove an obsolete provision relating to the education of expectant mothers; and to remove the funding provision for such programs.
H0105	Teacher prep, mult measures assess	03/20/2017 House - Reported Signed by Governor on March 20, 2017	TEACHER PREPARATION – Amends existing law to provide that a teacher preparation assessment may consist of multiple measures for the demonstration of skills by the student.
H0106	Residential schools, reports	03/20/2017 House - Returned from Senate Failed; Filed in the office of the Chief Clerk	RESIDENTIAL SCHOOLS – Amends existing law to require accredited residential schools to make reports required by the Department of Education and to retain them under the jurisdiction of the Department of Health and Welfare.
H0107	Ed, WICHE compact, Alaska, Hawaii	03/20/2017 House - Reported Signed by Governor on March 20, 2017	HIGHER EDUCATION – Amends existing law regarding the WICHE compact to clarify that references to the territories of Alaska and Hawaii shall mean the states of Alaska and Hawaii.
H0108	Proprietary schools, yoga	03/24/2017 House - Reported Signed by Governor on March 24, 2017	PROPRIETARY SCHOOLS – Amends existing law to provide an exemption from proprietary school registration provisions for an individual or entity that offers a program, school or course regarding the instruction or practice of yoga.
H0113	Teachers/retiremnt benefit, 60+ yrs	03/20/2017 House - Reported Signed by Governor on March 20, 2017	TEACHERS – Amends existing law to provide that a teacher or administrator who retires at age 60+ years and who again becomes employed may continue receiving benefits and not accrue additional services, under certain conditions.
H0142	State procurement, higher ed	03/22/2017 House - Delivered to Governor at 10:15 a.m. on March 22, 2017	STATE PROCUREMENT – Amends existing law to provide that state institutions of higher education must procure property from an open contract except under certain circumstances.
H0185	Tax adjust, college savings program	03/20/2017 House - Reported Signed	Amends existing law to increase the amount that may be deducted annually

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		by Governor on March 20, 2017	for contributions to a college savings program.
H0186	Ed opp resource act/wireless servic	03/24/2017 House - Reported Signed by Governor on March 24, 2017	Amends existing law to add wireless LAN services to the scope of the Education Opportunity Resource Act.
H0190	Scholarships, adults	03/27/2017 House - U.C. to place at bottom of third reading calendar one legislative day	Adds to existing law to provide for the Adult Postsecondary Completion Scholarship.
H0196	Schools, election dates/instruction	02/20/2017 House - Reported Printed and Referred to Education	Amends existing law to provide that no student instruction in public schools shall take place on election days.
H0199	Ed, pay for success contract reqs	03/21/2017 House - Delivered to Governor at 9:50 a.m. on March 21, 2017	Amends existing law to revise requirements for a Pay for Success contract, to withhold funds until the contract terms have been met, and to provide for the funding of contracts.
H0223	Rural ed support network project	03/08/2017 Senate - Introduced, read first time; referred to: Education	Adds to existing law to establish Rural Education Support Networks.
H0228	Schools, adult ed online portal	03/22/2017 House - Delivered to Governor at 10:15 a.m. on March 22, 2017	Amends existing law to authorize the development and maintenance of online portals for adult education and parent resources.
H0234	Tax credit rate/certn scholarships	03/02/2017 House - Reported Printed and Referred to Revenue & Taxation	Amends existing law to establish a tax credit rate for contributions to certain scholarships.
H0240	Ed, firearms safety ed/sec schools	03/02/2017 House - Reported Printed and Referred to Education	Adds to existing law to authorize a board of school trustees to offer a firearms safety course to secondary school students.

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H0241	Schools, pub charter school reqs	03/14/2017 House - U.C. to be returned to Education Committee	Amends existing law to revise the requirements for public charter schools.
H0242	Schools, minimum hours	03/24/2017 House - Delivered to Governor at 9:20 a.m. on March 24, 2017	Amends existing law to authorize a waiver of minimum instructional hours for after a disaster declaration under certain conditions.
H0247	Approp, edu bd, hlth ed prgrm, orig	03/06/2017 House - U.C. to be returned to Appropriations Committee	Appropriates \$15,905,800 to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2018; limits the number of authorized full-time equivalent positions to 25.8; provides a lump sum appropriation for dedicated funds; and reappropriates unexpended and unencumbered dedicated fund balances for the Dental Education Programs.
H0252	Ed data system security	03/07/2017 House - Reported Printed and Referred to Education	Amends existing law to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.
H0253	Education, terms defined/revised	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to revise the definitions of "instructional staff," "measurable student achievement," and "performance criteria."
H0254	Charter school cmsn, term limits	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to remove term limits for public charter school commissioners.

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H0257	Postsecondary credit scholarship	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to revise requirements for the source matching funds for the Postsecondary Credit Scholarship Program.
H0258	Charter schools, teach cert exemptn	03/07/2017 House - Reported Printed and Referred to Education	Amends existing law to provide a certification exemption for certain teachers at certain charter schools.
H0260	Approp, edu bd, special prgrm, orig	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Appropriates \$19,686,600 to Special Programs under the State Board of Education for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 43.13.
H0261	Approp, edu bd, career tech, add'l	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Appropriates an additional \$35,100 to the Division of Career Technical Education for the State Leadership and Technical Assistance Program for fiscal year 2017; appropriates an additional \$503,500 to General Programs for fiscal year 2017; and reduces the appropriation by \$538,600 to General Programs for fiscal year 2017.
H0262	Schools, college career advising	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Amends existing law to increase the public school funding formula for college and career advisors.
H0263	Tax credits, med res placement orgs	03/20/2017 Senate - Introduced, read first time; referred to: Local Government & Taxation	Amends existing law to provide an income tax credit for charitable contributions made to medical residency placement organizations accredited by the Accreditation Council for Graduate Medical Education or the American Osteopathic Organization based in Idaho and devoted to placing medical residency within Idaho.

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H0264	Schools, labor negotiations	03/08/2017 House - Reported Printed and Referred to Education	Amends existing law to revise procedures for labor negotiations between school boards and local education organizations.
H0270	Govmental noninterferenc bond/levy	03/15/2017 Senate - Introduced, read first time; referred to: State Affairs	Adds to existing law to establish the Government Noninterference in Bond and Levy Elections Act.
H0271	Quality educatr loan assist program	03/13/2017 House - Reported Printed and Referred to Education	Adds to existing law to provide for the Quality Educator Loan Assistance Program Act and related provisions.
H0272	Approp, edu bd, hlth prgm, orig	03/27/2017 House - Returned Signed by the President; Ordered Transmitted to Governor	Appropriates \$15,905,800 to the State Board of Education and the Board of Regents of the University of Idaho for Health Education Programs for fiscal year 2018; limits the number of authorized full-time equivalent positions to 25.8; provides a lump sum appropriation for dedicated funds; and reappropriates unexpended and unencumbered dedicated fund balances for the Dental Education Programs.
H0279	Schools, pub charter schools reqs	03/27/2017 Senate - Signed by President; returned to House	Amends existing law to revise the requirements for public charter schools.
H0284	Approp, pub schls admin, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates \$90,616,400 for the Public Schools Educational Support Program/Division of Administrators for fiscal year 2018; and amends existing law to increase the salary-based apportionment for administrators.
H0285	Approp, pub schls teachers, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates \$924,988,500 for the Public Schools Educational Support Program/Division of Teachers for fiscal year 2018; directs the use of moneys for professional development; and defines the term "distributed."

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H0286	Approp, pub schls operations, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates \$653,649,000 for the Public Schools Educational Support Program/Division of Operations for fiscal year 2018; amends existing law to increase the salary-based apportionment for classified staff; provides an estimate for discretionary funds per support unit; provides for expenditures for information technology staff; provides for classroom technology and instructional management systems; defines the term "distributed"; and allows for transfers among other divisions.
H0287	Approp, pub schls children's, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates \$298,637,800 for the Public Schools Educational Support Program/Division of Children's Programs for fiscal year 2018; directs the use of funds for the Idaho Digital Learning Academy; directs the use of funds for the Safe and Drug-Free Schools Program; directs the use of funds for remedial coursework; directs the use of funds for limited English proficiency programs; directs the use of funds for gifted and talented students; directs the use of funds for purchasing digital content and curriculum; requires advanced opportunities reporting; directs the State Controller to transfer funds to the Commission on Hispanic Affairs; directs the State Controller to transfer funds to the Idaho State Police; provides reappropriation for certain dedicated funds; and defines the term "distributed."

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H0288	Approp, pub schls facilities, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates \$48,486,600 for the Public Schools Educational Support Program/Division of Facilities for fiscal year 2018; provides moneys for the Bond Levy Equalization Fund; specifies the amount of revenue to be distributed to the General Fund; and allows for the General Fund to be included in the year-end reconciliation, if necessary.
H0289	Approp, pub schls cntrl srvs, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates \$13,975,800 for the Public Schools Educational Support Program/Division of Central Services for fiscal year 2018; directs the use for literacy programs, intervention services, math initiative programs and limited English proficiency programs; directs the use of funds for student assessments; directs the use for wireless technology infrastructure; directs the use for professional development; provides legislative intent for content and curriculum; provides guidance on year-end reconciliation; provides legislative intent for technology content and curriculum; and defines terms.
H0290	Approp, pub schls deaf blind, orig	03/27/2017 Senate - Signed by President; returned to House	Appropriates \$10,884,300 for the Public Schools Educational Support Program/Division of Educational Services for the Deaf and the Blind for fiscal year 2018.
H0294	Approp, edu bd, comm college, orig	03/27/2017 House - Reported Enrolled; Signed by Speaker; Transmitted to Senate	Appropriates \$40,000,900 to the State Board of Education for Community Colleges for fiscal year 2018; exempts the appropriation from object and program transfer limitations; requires an update on the Complete College Idaho initiative; and appropriates an additional \$1,200,000 to the College of Southern Idaho for fiscal year 2017.

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H0295	Approp, edu bd, career tech, orig	03/27/2017 House - Reported Enrolled; Signed by Speaker; Transmitted to Senate	Appropriates \$74,754,900 to the Division of Career Technical Education for fiscal year 2018; exempts appropriation object transfer limitations; and reappropriates certain unexpended and unencumbered fund balances.
H0300	Approp, edu bd, off of, orig	03/27/2017 House - Reported Enrolled; Signed by Speaker; Transmitted to Senate	Appropriates \$9,036,500 to the Office of the State Board of Education for fiscal year 2018; limits the number of authorized full-time equivalent positions to 31.25; authorizes the reappropriation of the Federal Grant Fund; authorizes the reappropriation of the Public Charter School Authorizers Fund; authorizes the reappropriation of the Higher Education Stabilization Fund; provides legislative intent regarding administrator training on teacher evaluations; and provides legislative intent regarding school improvement evaluations.
HCR012	Pub school funding formula, study	03/21/2017 House - Delivered to Secretary of State at 9:51 a.m. on March 21, 2017	Stating findings of the Legislature and authorizing the Legislative Council to appoint a committee to conduct a study of the public school funding formula and to make recommendations.
HCR014	Civics test/rule adoption/questions	03/08/2017 Senate - Introduced, read first time; referred to: Education	Stating findings of the Legislature and requesting that the State Board of Education adopt rules to provide for Idaho state government and Idaho history questions for the civics test given to secondary school students, starting with the 2017-2018 school year.
HCR023	University of Idaho, 125th anniv	03/17/2017 House - Delivered to Secretary of State at 10:16 a.m. on March 17, 2017	Stating findings of the Legislature and commemorating the University of Idaho on its 125th anniversary.

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HCR025	National speech and debate ed day	03/22/2017 House - Delivered to Secretary of State at 10:14 a.m. on March 22, 2017	Stating findings of the Legislature and recognizing National Speech and Debate Education Day on March 3, 2017.
HCR026	Sonia Galaviz, recognized	03/27/2017 Senate - Signed by President; returned to House	Stating findings of the Legislature and recognizing Sonia Galaviz for her commitment to her students and her exemplary conduct as an Idaho teacher.
HCR027	Ed board, rule rejected	03/27/2017 Senate - Signed by President; returned to House	Stating findings of the Legislature and rejecting a certain rule of the State Board of Education relating to Rules Governing Administration.
S1014	School technology plans	01/20/2017 Senate - Reported Printed; referred to Education	SCHOOL TECHNOLOGY – Amends existing law to remove a date from the title of the Idaho Educational Technology Initiative, to require each school district and public charter school to submit a technology plan to the State Department of Education, and to provide the requirements for such plans.
S1015	Education, definitions revised	02/09/2017 House - U.C. to be returned to Education Committee	EDUCATION – Amends existing law to revise the definitions of “instructional staff,” “measurable student achievement,” and “performance criteria.”
S1018	School accountability report cards	03/16/2017 Senate - Signed by Governor on 03/16/17	EDUCATION – Repeals existing law relating to school accountability report cards.
S1019	School safety patrols, penalties	03/16/2017 Senate - Signed by Governor on 03/16/17	SCHOOL SAFETY PATROLS – Repeals and adds to existing law to provide for school safety patrols, to provide that it is unlawful for a vehicle operator to disregard directions from a school safety patrol member, and to provide for the reporting of violations.

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S1022	Approp, voc rehab div, add'l	02/16/2017 Senate - Signed by Governor on 02/16/17	APPROPRIATIONS – DIVISION OF VOCATIONAL REHABILITATION – Appropriates an additional \$3,000 to the Division of Vocational Rehabilitation for the Council for the Deaf and Hard of Hearing for fiscal year 2017.
S1029	Postsecond ed, career tech counsel	03/20/2017 Senate - Signed by Governor on 03/20/17	POSTSECONDARY EDUCATION – Amends existing law to provide that a school district shall provide counseling services regarding the granting of postsecondary credit for career technical courses; and to authorize the school district to grant credit for career technical courses.
S1030	Dual enrollment, pub charter school	03/16/2017 Senate - Signed by Governor on 03/16/17	DUAL ENROLLMENT – Amends existing law to provide for the dual enrollment of a student in a public charter school and to provide for related restrictions and clarifications.
S1033	Ed data system, dept/bd security	02/10/2017 House - Read First Time, Referred to Education	EDUCATIONAL DATA SYSTEM – Amends existing law to revise a definition; to clarify the conditions under which student data is personally identifiable, to specify the storage of student data, and to provide that the State Board of Education and the Department of Education shall ensure the security of the educational data system.
S1034	Broadband grant, bd duty revised	03/20/2017 Senate - Signed by Governor on 03/20/17	EDUCATION – Amends existing law to remove a requirement for a broadband infrastructure improvement grant and to revise the duty of the State Board of Education to make certain rules.
S1041	Public ed stabilization fund/approp	03/27/2017 Senate - Reported signed by the Speaker & ordered delivered to Governor	EDUCATION – Amends and adds to existing law to provide that moneys may be transferred to the Public Education Stabilization Fund under certain circumstances.

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S1059	Mastr teachr prem/pupil serv staff	03/20/2017 Senate - Signed by Governor on 03/20/17	MASTER TEACHER PREMIUMS – Amends existing law to extend eligibility for master teacher premiums to pupil service staff employees under certain conditions.
S1061	Personnel/elected officials/overtim	03/09/2017 House - U.C. to be returned to Commerce & Human Resources Committee	PERSONNEL – Amends existing law to provide that elected officials shall be ineligible for overtime, to provide that certain employees shall be eligible for overtime and to provide that certain employees shall be ineligible for overtime.
S1095	Special ed reimbursement act	03/16/2017 Senate - Reported out without amendments; referred to: Education	SCHOOLS – Adds to existing law to create the Special Education Reimbursement Act facilitating Medicaid reimbursement to schools for eligible pupils.
S1096	Schools, employee health care plans	02/14/2017 Senate - Reported Printed; referred to Education	SCHOOLS – Adds to existing law to provide funding for cost adjustments in a public school employer’s portion of employee health care plans.
S1097	Master schools premium, alt	02/14/2017 Senate - Reported Printed; referred to Education	SCHOOLS – Amends and adds to existing law to establish the Master Schools Premium as an alternative to the Master Teacher Premium.
S1103	School districts, precinct boundary	03/14/2017 Senate - Referred to Education	mends and adds to existing law to provide for the boundaries of school trustee zones, to provide that a school district may allow districtwide voting for all trustees, and to revise the dates of a school trustee’s term of office.
S1121	Safe rts to school healthy kids	03/08/2017 House - Read First Time, Referred to Transportation & Defense	Adds to existing law to provide for the Safe Routes to School Healthy Kids Program.
S1123	Schools/fund/bd- authorized trips	03/24/2017 Senate - Signed by Governor on 03/24/17	Amends existing law to authorize transportation funding for field trips authorized by a school board.

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S1138	Approp, public television, orig	03/22/2017 Senate - Reported delivered to Governor at 9:35 a.m. on 03/22/17	Appropriates \$9,633,100 to Idaho Public Television for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 65.48.
S1147	Colleges/univ, transfer colleg cred	03/09/2017 Senate - Reported Printed; referred to Education	Amends and adds to existing law to provide for the transfer of college credits at full value from one Idaho public college or university to another.
S1148	School improv/leadrship improv prog	03/09/2017 Senate - Reported Printed; referred to Education	Adds to existing law to authorize school improvement programs and school leadership improvement programs.
S1149	Career tech ed, performance	03/09/2017 Senate - Reported Printed; referred to Education	Adds to existing law to authorize performance-based incentive funding for career technical education secondary programs.
S1152	Approp, edu bd, college univ, orig	03/27/2017 Senate - Reported signed by the Speaker & ordered delivered to Governor	Appropriates \$564,958,700 to the State Board of Education and the Board of Regents of the University of Idaho for college and universities and the Office of the State Board of Education for fiscal year 2018; provides certain reappropriation authority; provides legislative intent for systemwide needs; provides legislative intent for reporting on the Complete College Idaho initiative; and exempts appropriation object and program transfer limitations.
S1156	Approp, voc rehab div, orig	03/23/2017 Senate - Reported delivered to Governor at 10:35 a.m. on 03/23/17	Appropriates \$28,175,900 to the Division of Vocational Rehabilitation for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 152.5.

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S1170	Approp, public instruc supt, orig	03/27/2017 Senate - Reported signed by the Speaker & ordered delivered to Governor	Appropriates \$38,818,000 to the Superintendent of Public Instruction for fiscal year 2018; and limits the number of authorized full-time equivalent positions to 142.
S1186	Approp, edu bd, ag research, orig	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Appropriates \$31,287,300 to the Agricultural Research and Cooperative Extension Service for fiscal year 2018; and exempts object transfer limitations.
S1194	Approp, perm bldg fund, orig	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Appropriates \$71,425,700 from the Permanent Building Fund for fiscal year 2018; authorizes the allocation of funds for specific projects for fiscal year 2018; provides a General Fund cash transfer; provides legislative intent relating to utilization of matching funds; provides legislative intent relating to reallocation of project savings; and provides direction on the timing of the use of funds for specific projects.
SCR105	Cybercore integ/collab comp center	03/27/2017 House - U.C. to place at bottom of third reading calendar one legislative day	CYBERCORE INTEGRATION CENTER AND COLLABORATIVE COMPUTING CENTER – Stating findings of the Legislature and authorizing the State Board of Education to enter into agreements with the Idaho State Building Authority to finance construction of the Idaho Cybercore Integration Center and the Idaho Collaborative Computing Center.
SCR113	Medical residencies/Idaho hospitals	03/23/2017 Senate - Reported delivered to the Secretary of State on 03/23/17	Stating findings of the Legislature and urging Idaho hospitals to establish new residency programs for medical student graduates.

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SCR117	Education bd, rule rejection	03/13/2017 Senate - Referred to Education	Stating findings of the Legislature and rejecting a certain rule of the State Board of and State Department of Education relating to Rules Governing Administration.
SCR118	Rule rejection, schools, uniformity	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Stating findings of the Legislature and rejecting a certain rule of the State Board of and State Department of Education relating to Rules Governing Uniformity.
SCR119	Rule rejection, ed, thoroughness	03/27/2017 Senate - Returned From House Passed; referred to enrolling	Stating findings of the Legislature and rejecting a certain rule of the State Board of and State Department of Education relating to Rules Governing Thoroughness.

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FY 2018 College and Universities Budget Highlights

Senate Bill 1152:

	FY 2017 Original Approp	FY 2018 Approp Bill
Source of Funds		
General Fund	\$ 279,546,500	\$ 287,053,200
Dedicated Funds	\$ 277,115,400	\$ 277,905,500
Federal Funds	\$ 0	\$ 0
Total Appropriation	\$ 556,661,900	\$ 564,958,700
General Fund Percent Change		2.7%
Total Funds Percent Change		1.5%

Senate Bill 1152 includes a \$7.5 million, or a 2.7% increase, from the General Fund over the current fiscal year 2017.

New funding includes:

- \$2,088,800 ongoing to Boise State University to expand program options and implement new initiatives related to economic and workforce development.
- \$1,827,900 ongoing to Idaho State University for the Polytech Initiative and locate a multidisciplinary cluster of faculty and a polytechnic institution in Idaho Falls.
- \$200,000 one-time to the University of Idaho for the planning and design of the Center for Education Innovation (CEI) in partnership with the College of Southern Idaho (CSI).
- \$715,100 to the University of Idaho to provide an additional year of computer science coursework at North Idaho College.
- \$582,000 to the University of Idaho to expand the library research portfolio.
- \$255,500 to Lewis-Clark State College to expand the health education programs in the area of kinesiology
- Ongoing 3% merit-based increase in employee compensation for permanent employees

Senate Bill 1194 appropriates funds to the Permanent Building Fund, including the following college and university building projects:

- \$5,000,000 for the Idaho State University Gale Life Sciences Building remodel
- \$10,000,000 for the Boise State University Center for Materials Science
- \$10,000,000 for the Lewis-Clark State College Career –Technical Education Building
- \$10,000,000 for the University of Idaho Center for Agriculture, Food and the Environment.

Intent language in SB 1194 includes direction on the timing of the use of the funds for the LCSC Career – Technical Education Building and the UI Center for Agriculture, Food and the Environment. It states that their portion of the funds (\$10,000,000/each) shall be expended only after institution presidents have secured pledges for their portion of the project costs.

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FY 2018 Community College Budget Highlights

House Bill 294:

	FY 2017 Original Approp	FY 2018 Approp Bills
Source of Funds		
General Fund	\$ 36,919,000	\$ 34,400,900
Dedicated Funds	\$ 600,000	\$ 600,000
Federal Funds	\$ 0	\$ 0
Total Appropriation	\$ 38,719,000	\$ 40,000,900
General Fund Percent Change		6.7%
Total Funds Percent Change		6.6%

House Bill 294 includes a \$2.5 million, or a 6.7% increase, from the General Fund over the current fiscal year 2017.

New funding includes:

- \$1.2 million FY 2017 supplemental appropriation for CSI to purchase Pristine Springs near Twin Falls from the Idaho Department of Water Resources
- \$133,800 to CSI for the Bridge to Success program
- \$90,400 to NIC for a Title IX coordinator
- \$279,500 to CWI for summer success coordinators increase for classroom technology, which is a 27% increase over the previous year
- \$718,500 for a change in employee compensation (CEC)

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FY 2018 Public Schools Budget Highlights

House Bills 284 – 290:

	FY 2017 Original Approp	FY 2018 Approp Bills
Source of Funds		
General Fund	\$ 1,584,669,400	\$ 1,685,262,200
Dedicated Funds	\$ 77,496,200	\$ 91,637,700
Federal Funds	\$ 264,338,500	\$ 264,338,500
Total Appropriation	\$ 1,926,504,100	\$ 2,041,238,400
General Fund Percent Change		6.3%
Total Funds Percent Change		6.0%

House Bills 284 through 290 include a \$100.6 million, or a 6.3% increase, from the General Fund over the current fiscal year 2017

New funding includes:

- \$62 million increase for the third year of the career ladder teacher compensation system
- \$23 million to maintain and increase discretionary funding by 4.1% to \$26,748 per support unit, which includes \$10 million for health insurance costs
- \$6.9 million for a 3% base salary increase for administrators and classified staff, which are categories of employees not on the career ladder
- \$5 million increase for classroom technology, which is a 27% increase over the previous year
- \$5 million increase for information technology (IT) staffing, bringing the amount available to \$7.5 million
- \$4.25 million increase for professional development, totaling \$17.25 million to be distributed to school districts, a 33% increase
- \$2 million increase to college and career advising
- \$1 million increase to Advanced Opportunities

House Bill 300: Includes \$1 million ongoing from the General Fund to the State Board of Education to create an administrator template for teacher evaluations and provide training there on.

Senate Bill 1170: Includes \$100,000 from the General Fund for the first year of a five-year plan to redesign the Idaho Reading Indicator assessment for K-3 students.

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SUBJECT

College and Career Readiness Competencies

BACKGROUND/DISCUSSION

The executive director of Office of the State Board of Education hosts a quarterly collaboration meeting with the following agency-level executives:

- Department of Commerce (Megan Ronk)
- Department of Education (Pete Koehler)
- Department of Labor (Ken Edmunds)
- Division of Career & Technical Education (Dwight Johnson)
- Governor’s Office (Marilyn Whitney)

At the September 2016 quarterly meeting, the group discussed different activities and necessities around college and career readiness. One of the outcomes of this discussion was the conclusion that “college and career readiness” means a lot of different things to our respective entities and stakeholders. This definitional dissonance is counterproductive and inhibits leveraging the work of our respective agencies. Therefore, the group agreed to convene a larger work group with industry representation, the sole purpose of which would be to develop a common definition of “college and career readiness” for the Board’s consideration. The work group was composed of the following individuals:

Agency:	
Board of Education	Linda Clark
Department of Education	Pete Koehler
Div. of Career-Technical Education	Adrian San Miguel
Department of Labor	Ken Edmunds
Economic Advisory Council (Commerce)	Arlen Wittrock
2-Year Institution	
CSI	Todd Schwarz
NIC	Laura Umthun
4-Year Institution	
ISU	Vince Miller
LCSC	Lori Stinson
Indian Education Representative	
	Dr. Yolanda Bisbee, UI Exec. Dir. of Tribal Relations
Industry Partners:	
	Contact:
Idaho Business for Education	Rod Gramer
Idaho National Lab	Mark Holubar, Director of HR & Diversity
McCain Foods	Jeff McCray, Plant Manager
Idaho Power	Angelique Pruitt, Regional Operations Mgr

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The work group met once in November 2016, and over the course of a couple hours, the group coalesced around a purpose statement, definition and list of core competencies (Attachment 1).

IMPACT

Utilization of a common definition and competencies for college and career readiness would help state agencies, institutions and public schools align efforts, expectations and outcomes.

ATTACHMENTS

Attachment 1 – College and Career Readiness Competencies

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In addition to aligning expectations across systems such as education (K-20), labor, and commerce, a clear college and career readiness definition would allow the Board to:

- 1) build support and awareness of the expectations for students graduating from high school;
- 2) help to focus and align state education initiatives and goals; and
- 3) move toward a seamless alignment of graduation requirements and skills and competencies for incoming postsecondary students, including how those skills and competencies will be measured. A college and career readiness definition that is aligned across sectors will serve as a foundation for strong cross-sector strategic planning to ensure more students are prepared to successfully make the transition from high school and eventually postsecondary education to their next learning experience or the workforce.

Staff recommends Board review and discussion of the proposed purpose statement, definition and list of core competencies; and provide feedback to staff regarding suggested edits and appropriate next steps prior to formal Board approval and ultimately implementation. Once a final definition is approved by the Board the definition will be used to inform policy and specific strategies and actions that will ensure students are well positioned to succeed.

BOARD ACTION

This item is for discussion purposes only. Any action will be at the Board's discretion.

College and Career Readiness¹

Purpose: Proficiency in basic academic skills, including math, reading and writing, are foundational to an educated and productive citizen. Successful application of this learning requires high technical and behavioral competencies. Together, these skills are critical for student success, whether at the collegiate level or in the workforce. Therefore, it is equally important that students, teachers, and policymakers have a common understanding and agreement about the specific competencies a high school graduate will need to possess in order to lead a successful and meaningful life.

Definition: College and career readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

Competencies:

- **Critical Thinking/Creative Problem Solving**: Exercise sound reasoning to analyze issues, make decisions, identify problems and use good judgment to implement solutions and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications**: Articulate thoughts and ideas clearly and effectively in written and oral forms. The individual has public speaking skills; is able to express ideas to others; and can write/edit correspondence and reports clearly and effectively.
- **Teamwork/Collaboration**: Build collaborative relationships, work effectively within a team structure, and can negotiate and manage conflict.
- **Digital Literacy**: Confidently and effectively perform tasks in a digital environment through the use of information and communication technologies to find, evaluate, interpret, create and communicate ideas and information requiring both cognitive and technical skills.
- **Leadership**: Leverage the strengths of others to achieve common outcomes or goals, and use interpersonal skills to encourage others. The individual is able to assess their emotions; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

¹ The definition and all but the last two of the competencies were drawn heavily from the National Association of Colleges and Employers' "Definition of Career Readiness and Competencies" (<http://www.nacweb.org/knowledge/career-readiness-competencies.aspx>).

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- Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits (e.g., punctuality, working productively with others, and time workload management), and understand the impact of non-verbal communication. The individual demonstrates integrity and ethical behavior, acts responsibly, and is able to learn from their mistakes.
- Career Exploration and Development: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify training, education and competencies necessary for professional growth. The individual is able to navigate and explore career options, and understands and can pursue opportunities.
- Citizenship/Civic Responsibility: Think critically about complex issues and evaluate information about issues of public consequence. Demonstrate knowledge of institutions and processes of government and political systems. Possess behaviors, attitudes, and understanding needed to be a knowledgeable, active and engaged member of a community.
- Financial Literacy: Possess knowledge and understanding in the following areas: earning income, buying goods and services, using credit, saving and protecting assets and insuring.²

² Council for Economic Education, *National Standards for Financial Literacy*.

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SUBJECT

Idaho Educator Pipeline Workgroup Update

REFERENCE

August 2015	The Board approved a proposed rule reorganizing IDAPA 08.02.02 and discussed the miss-alignment of current certification practices with Idaho Administrative Code.
December 2015	The Board discussed the initial teacher pipeline report and requested additional data points be added.
August 2016	The Board reviewed and discussed available data provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendation to the Board regarding educator pipeline barriers and solutions.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

In late 2014, as part of the of the Career Ladder subcommittee work on tiered certification, it was discovered that there were a number of practices regarding teacher certification that were not in alignment with Idaho statute or Idaho Administrative Code. Idaho statute charges the State Board of Education (Board) to set the requirements for teacher certification, within specified minimum requirements. The more specific requirements are set by the Board in Administrative Code. In 2015 Board staff, working with State Department of Education staff, started looking at the practices that had developed over time and the codified certification requirements to identify which areas of the administrative rules should be changed and which practices needed to be changed to be compliant with Administrative Code. A broad stakeholder group of educators was formed and provided input on the certification changes the Board approved in 2016. The initial Administrative Code changes to address the certification discrepancies were promulgated throughout 2016 and presented and accepted by the 2017 Legislature, they are now in effect. At the same time Board staff started working on a comprehensive report that would help to quantify the teacher shortage in Idaho and identify barriers or areas of weakness within Idaho's educator pipeline that could addressed through additional policy work. The pipeline report looks at the supply and demand of educators in Idaho, from recruitment into teacher preparation programs to attracting and retaining highly qualified educators in schools in all parts of the state, including hard to fill teaching positions.

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion

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at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup is made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved teacher preparation programs along with additional state policy makers. The attached report provides the Board with a status update on the work of the group and will provide the Board with the opportunity to provide feedback and additional direction or identification of priority areas prior to their next meeting.

IMPACT

The attached report will help to inform on the work being done by the Board's Educator Pipeline Workgroup and provide an opportunity for additional direction.

ATTACHMENTS

Attachment 1 – Teacher Pipeline Initial Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest by other state policymakers in looking for solutions to address the difficulty many school districts and charter schools have in hiring certificated staff. While there has been a general understanding that school districts and charter schools experience difficulty in hiring for a variety of reasons and that this is common in states across the nation, the Teacher Pipeline Report is the first comprehensive effort Idaho has taken in looking at the many variables that impact each other as well as the ultimate outcome of having high quality and effective educators available for all students around the state, regardless of geographic area or subject being taught. As work on this initiative progresses Board staff will continue work to refine the report, allowing the Board to use the information to inform decision making. Simultaneously, the workgroup will continue work on bringing forward recommendations to the Board for consideration. While the workgroup will, over a period of time, address all areas of the educator pipeline, the initial focus will be on instructional staff. As work progresses, additional areas will be prioritized and addressed. Those areas that have been initially identified as the most viable or can be undertaken quickly and effectively as part of the broader solutions will be brought forward for the Board's consideration first. Based on the progression of work, initial recommendations that may impact Administrative Code this year would be brought to the Board for consideration at either the June or August 2017 Board meetings.

BOARD ACTION

This item is for informational purposes. Any action will be at the Board's discretion.

PRELIMINARY REPORT - STATE BOARD OF EDUCATION

EDUCATOR PIPELINE WORKGROUP
UPDATE

Introduction

As part of the Governor's Task Force for Improving Education (2013) and the subsequent work done by the State Board of Education (Board) in implementing the recommendations regarding tiered certification and a teacher pay "Career Ladder" some discrepancies were found in the certification requirements. At the August 2015 Board meeting the Board discussed possible solutions for these issues and reports from school districts regarding the difficulty to fill certain positions. It was determined that in order to accomplish this it would be necessary to fully understand the scope of the issues and the barriers school districts face in filling positions with highly qualified and effective teachers. The Board received an initial report on the health of our K-12 teacher pipeline at the December 2015 Board meeting and discussed additional areas of data that they would like to see included. In August of 2016, the Board received an update on the data available and work done thus far to quantify areas of focus. Based upon that report, Board staff were directed to pull together a broad group of education stakeholders and to bring back recommendations to the Board for consideration on ways to increase and strengthen the educator pipeline, including but not limited to recruiting and retaining students in our teacher preparation program, recruiting individuals into the profession (through traditional, non-traditional, and alternate pathways), incentivizing/attracting educators into our rural or underserved areas as well as hard to fill subject areas (including special education).

The first meeting of the workgroup was held at Boise State University on February 8, 2017. Members included school administrators and teachers as well as representatives from higher education, the State Department of Education, Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators, Career Technical Education, and members of the State Board of Education. A full list of members can be found in Appendix A. Prior to the first meeting, a selection of current research was sent to all members of the group, and each was asked to read the articles to predetermine an area in which to focus their expertise. Drawing from group feedback, three subcommittees were formed – *Attract and Recruit*, *Prepare and Certify*, and *Retain* - with each member receiving additional subject specific research and resources to read in preparation for the first meeting.

Discussion

While the workgroup will ultimately address all areas of educator shortage in Idaho (pupil service staff, administrators) the focus of the first meeting was specific to K-12 teachers. To address all potential areas of Idaho's educator pipeline will require a multi-year effort with prioritized actions. The work group will first address efforts that have been identified as most viable; those which can be undertaken quickly and effectively as part of a wider range of solutions.

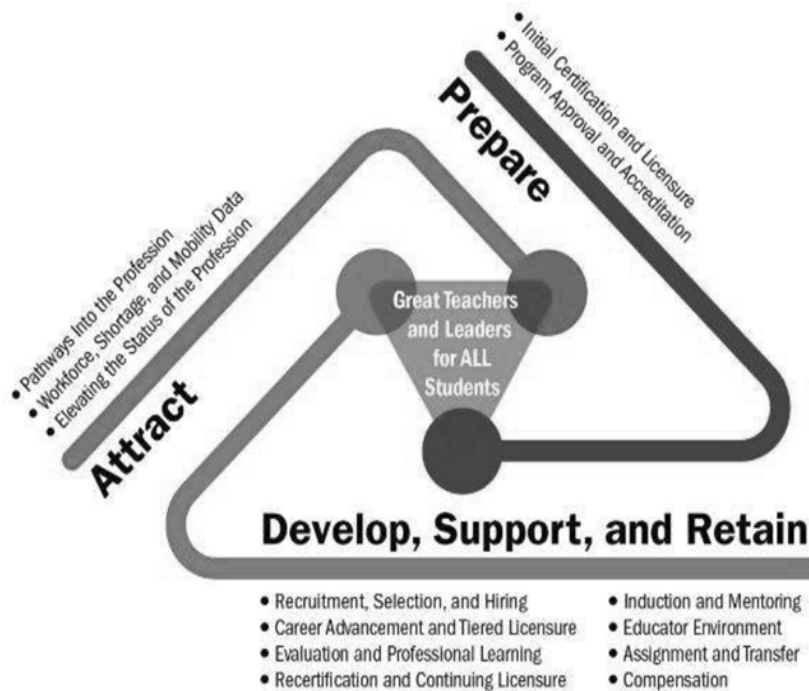
Information was presented to the workgroup, primarily based upon the most recent American Institutes of Research (AIR) report *Creating Coherence in the Teacher Shortage Debate: What*

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Policymakers Should Know and Do (Behrstock-Sherratt, 2016) and *Teacher Shortages: What We Know* (Education Commission of the States, Aragon, 2016). Points of discussion included the following:

- Does a national teacher shortage actually exist? Conflicting reports in the media
- Do we have a common definition of “teacher shortage” in Idaho?
- Best practices in state reporting and forecasting; where are the data gaps in Idaho?
- Exploring policy strategies across states to remedy teacher shortages

The workgroup discussed the current Idaho Educator Pipeline report, and compared it to an exemplary report produced by Minnesota. The group discussed data points that could be collected, and may already exist, to begin forming ideas on how a more robust and useful report might be constructed for the future. For the largest part of the meeting, subcommittee groups focused on discussing research-based practices that could prove relevant and feasible in Idaho. Members were directed to reflect on their specific research area, and ultimately propose implementation of at least two strategies. (Many of the strategies successfully implemented in other states do not fit neatly within a single topic. For example, a “Grow Your Own” program falls into the category of **Attract** - as it addresses creating a new pathway, **Prepare** - as the rigor of state certification must be a primary concern, and **Retain** -as this pathway requires deep mentor support and accurate evaluation for ongoing growth.) To keep conversations focused and consistent, even as policy strategies blur from one area to another, the group was also presented with a model to frame conversations and organize reporting. The *Talent Development Systems* graphic below, produced by AIR, illustrates a three-pronged approach to addressing teacher shortages that will guide the work of our full committee.



Proposed Strategies for Further Review and Discussion

The following represents the strategies proposed for further exploration by the workgroup

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Subcommittees:

Attract/Recruit: Attracting talent and creating incentives to teach

- Strategy: *Openly promote teaching as a profession to boost public perception*
- Possible Measure: *Increased enrollment in teacher preparation pathways*

- Strategy: *Continue to support higher salaries and compensation packages*
- Possible Measure: *Decline in attrition rates and requests for Alternate Authorizations, decline in teacher families qualifying for Free and Reduced Lunch, increased enrollment in teacher preparation pathways, positive results on statewide teacher satisfaction survey*

Prepare/Certify: Alternate routes and “Grow Your Own” strategies

- Strategy: *Remove certification barriers to include: “Mastery-based” preparation programs that account for experiential credit, resulting in lower costs and shorter preparation time; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching*
- Possible Measure: *Increased enrollment in teacher preparation pathways*

- Strategy: *Create a “Grow Your Own” pathway specifically for current paraprofessionals in good standing with their district*
- Possible Measure: *Decline in requests for Alternate Authorizations, decline in “out of field” teaching assignments, decline in long-term substitute positions*

Retain: Development and support including induction programs, evaluation feedback, and teacher leadership

- Strategy: *Strengthen mentoring and support for teachers over the course of their careers; leveraging all of the work Idaho did in late 2000 with the New Teacher Center*
- Possible Measure: *Decreased attrition, especially in the first five years*

- Strategy: *Shift focus from evaluation for accountability to evaluation for professional growth and measurable outcomes. Measuring individual professional growth and competency could result in a “badging” system, and more objective measures of teacher leadership*
- Possible Measure: *Increased satisfaction on climate surveys and evidence of distributed leadership in districts. Decline in attrition rates and requests for Alternative Authorizations*

Preliminary Recommendations

1. Pursue further exploration of all Educator Pipeline Workgroup proposals outlined above, engaging teachers and stakeholders broadly in developing detailed strategies.

Over the next three months, further pursue identification of successful practice taking place in other states, develop detailed measures for identifying successful strategies, and set target outcomes. Proposals for further exploration include:

- *Public service campaign promoting teaching as a meaningful and desirable profession*
- *Develop “grow your own” in-service programs and “mastery-based” preparation programs that account for experiential credit, resulting in lower costs and shorter preparation time*
- *Strengthen mentoring and support for teachers over the course of their careers, emphasizing supervision and evaluation as a means to increase professional growth*

2. Develop an Idaho Teacher Supply and Demand Report that Consists of Multiple Data Points

Strengthening teacher shortage data and reporting is critical, and identifying the appropriate indicators for Idaho’s context may take time. Reports are only available in about half of the states, and are not usually used to undergird policy discussions. By using the exemplary *Teacher Supply and Demand* report developed by Minnesota, Board staff will create a report to begin defining relevant research questions and identifying indicators that will ultimately result in a comprehensive description of teacher supply and demand in Idaho. Using available data collected over the last three academic years, in addition to perception data from two new surveys, the report will be built upon the following data points:

- School Staffing Report
- Alternate Authorizations Approval Report
- Teacher certification database
- Student enrollment database
- Student Enrollment Projections Report
- Title II Teacher Preparation Report
- Survey of district supply and demand
- Survey of teacher preparation institutions

Information from the School Staffing Report, Alternate Authorizations Approval Report and teacher certification database will provide insight into which specific positions/content areas are the hardest to fill, and how geography impacts supply and demand. The report will include data on administrative, academic and CTE staff across the state. Information from the student enrollment database and Student Enrollment Projections Report, as well as the survey of district supply and demand, will provide information on trends and allow for projecting future gaps in school personnel. The Title II Teacher Preparation Report and survey of teacher preparation institutions, which include candidate demographics, will also inform trends in

future supply of teachers. Using data from these sources, we intend to answer the following five research questions:

- What are the three-year trends in teacher staffing? Do these trends vary by teacher race/ethnicity? What are the license areas of shortage and surplus? Do these trends vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What barriers do district staff perceive as impairing their ability to hire effective teachers?
- What factors do teacher preparation institutions cite as influencing their ability to prepare effective teachers now and during the next 10 years?
- What K–12 public school enrollment trends are expected for the next three to five years?

Depending upon the conclusions from this baseline report, work will continue to build consensus around the most meaningful and relevant indicators for Idaho, and precisely characterize each indicator and define what we expect to learn from them. Other data points to consider for future reports may include school climate data and/or teacher exit surveys.

3. Begin Developing a Coherent Policy Dialogue

Guiding strategies and short and long-term objectives can be accomplished statewide through the development of coherent and consistent policy goals. Steps toward this process include:

- Defining and promoting shared terminology
- Building consensus on the targets for the indicators used. For example, with teacher attrition estimated at 8% nationally, what teacher attrition levels are acceptable in Idaho? What is an acceptable number of applicants per vacancy, unfilled vacancies at the start of the school year, and student-teacher ratios?
- Defining and implementing a system-wide talent development system to address recruitment, hiring, professional learning, leadership and school climate.

Conclusion

Though this workgroup is only in early stages of fully understanding the scope of the problem, drawing from current research on best practices across multiple states the committee believes they will be able to provide further guidance and more detailed recommendations to be proposed prior to the 2018 Legislative session. A critical first step will be to establish a clear and credible Supply and Demand Report. While it is undeniable that rural areas of the state are experiencing difficulty in finding and placing teachers, and even the most populated regions are experiencing shortages of qualified content teachers in math, science, and special education, it cannot yet be concluded that Idaho is in the midst of a statewide crisis. The long term goals of this group are:

- To accurately identify and annually report on the geographic challenges and content specific needs associated with the current teacher shortage;

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- to further reinforce the initiatives that support teacher retention, continuous improvement and increased accessibility to both traditional and non-traditional educator preparation programs;
- to promote a coherent policy and common understanding of Idaho's needs, desired outcomes, and methods for implementing a state-wide talent development system for educators; and
- removing barriers to placing highly effective and qualified teachers in the classroom while at the same time maintaining high standards.

References

Aragon, S. (2016). Teacher Shortages: What We Know. Teacher Shortage Series. *Education Commission of the States*.

Behrstock-Sherratt, E. (2016). Creating coherence in the teacher shortage debate: What policy leaders should know and do. Washington, DC: American Institutes for Research. Retrieved from <http://www.air.org/sites/default/files/downloads/report/Creating-Coherence-Teacher-Shortage-Debate-June-2016.pdf>

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**TEACHER PIPELINE 2017
WORK GROUP MEMBERS**

APENDIX A

Name			SubCommittee
GAIL	BALLARD	NIC Educator Preparation Faculty	RETENTION
BECKY	MEYER	Superintendent	RETENTION
LORI	STINSON	LCSC Provost and Vice President Academic Affairs	RECRUITMENT
NANCY	JOHNSTON	LCSC Educator Preparation Faculty - Chemistry	CERTIFICATION
ALI	CARR-CHELLMAN	UI College of Education Dean	RECRUITMENT
LESLIE	BAKER	School Board Member	RECRUITMENT
DIANE	HARDIN	Principal	RETENTION
MARG	CHIPMAN	School Board Member	RECRUITMENT
RICH	OSGUTHORPE	BSU College of Education Dean	RECRUITMENT
STACI	LOW	West Ada CTE Director	CERTIFICATION
DOUG	RAPLEY	CWI Educator Preparation Chair	RETENTION
MELYSSA	FERRO	Teacher	RETENTION
SUE	DARDEN	Teacher	RECRUITMENT
MICHELE	CAPPS	Superintendent	CERTIFICATION
JONATHAN	LORD	CSI Educator Preparation Chair	CERTIFICATION
JOHN	HUGHES	CSI-Associate Director of Student Success	RECRUITMENT
PATTY	MORTENSEN	ISU Educator Preparation Faculty	RETENTION
LAURA	WOODWORTH-NEY	ISU Provost and Executive Vice President	CERTIFICATION
MARY ANN	MCGRORY	Teacher	RETENTION
SHALENE	FRENCH	Superintendent	RECRUITMENT
SHAREE	ANDERSON	EITC Vice President of Instruction	RETENTION
STEVE	RAYBORN	CTE Deputy Administrator	CERTIFICATION
MISTY	SWANSON	ISBA Deputy Director	RETENTION
CINA	LACKEY	SDE Certification and Standards Coordinator	CERTIFICATION
LISA	COLON DURHAM	SDE Certification Director	CERTIFICATION
ROB	WINSLOW	IASA Executive Director	RETENTION
SUE	WIGDORSKI	IEA Interim Executive Director	RECRUITMENT
PENNI	CYR	IEA President	CERTIFICATION
DEBBIE	CRITCHFIELD	SBOE Member	RECRUITMENT
LINDA	CLARK	SBOE Member	CERTIFICATION
SCOTT	THOMPSON	Charter School Principal	RETENTION
JASON	BRANSFORD	CEO Gem Innovation Schools	RECRUITMENT
JEFF	DILLON	Superintendent	CERTIFICATION
CHRIS	MEYER	Director of Education Coeur d'Alene Tribe	RECRUITMENT
KATHY	MALM	Principal Fort Hall	CERTIFICATION
SENATOR	MORTIMER	Senator	
REPRESENTATIVE	VAN ORDEN	Representative	

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SUBJECT

Ad Hoc Math Workgroup Update and Preliminary ISAT Math Report

BACKGROUND/DISCUSSION

State Board of Education member David Hill is the Chair of an ad hoc mathematics workgroup, consisting of representatives from the Office of the State Board of Education, State Department of Education, STEM Action Center, Micron, Idaho National Laboratory (INL), the Idaho School Boards Association, Idaho Association of School Administrators, Idaho Education Network, and the colleges of education of the state's public institutions of higher education.

The Math Workgroup held its initial meeting on July 6, 2016. At the meeting, the group reviewed broad Idaho Standards Achievement Test (ISAT) and National Assessment of Educational Progress (NAEP) data and discussed the question that brought them together: do data reflect a K-12 mathematics performance issue for Idaho, and if so, to what extent? These data revealed that mathematics performance lags behind English Language Arts performance. NAEP data also revealed that K-12 math performance has remained relatively stagnant from 2005 to 2015. Potential reasons were hypothesized and the group identified additional, more detailed ISAT mathematics data for the research staff of the Office of the State Board of Education to provide for review.

On October 13, 2016, the Math Workgroup met a second time to review the detailed data provided by the Office of the State Board of Education. This included looking at ISAT mathematics performance data broken out by grade level, gender, ethnicity, socioeconomic status, region, and school size. Additionally, an attempt was made to analyze the impact of teacher qualifications and the type of math program (integrated vs. traditional) being used by the school on students' ISAT mathematics scores. However, at this time, the state does not have adequate data on these two areas of study to conduct an appropriate analysis. At the October meeting, the group also received information regarding a review of the effectiveness of various mathematics professional development activities throughout the state. The group requested that the Office of the State Board research staff analyze the detailed data reviewed at the meeting and provide a summary of the main takeaways. The resulting report, "A Preliminary Analysis of Idaho's Math ISAT Test Results," is provided as Attachment 1. The Math Workgroup will review this report at its next meeting on May 25th, 2017.

IMPACT

This provides the Board with an update of the work of this informal committee.

ATTACHMENTS

Attachment 1 – A Preliminary Analysis of Idaho's Math ISAT Test Results

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STAFF COMMENTS AND RECOMMENDATIONS

The Math Workgroup is an informal committee meeting to discuss new practices the state might put in place to improve K-12 mathematics performance. If the group identifies recommendations, they will be brought to the Board at a future meeting.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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A Preliminary Analysis of Idaho’s Math ISAT Test Results

Cathleen M. McHugh, Ph.D.¹

March 20, 2017

This report examines performance on the Math ISAT for 2014-2015 and 2015-2016. It examines factors correlated with the probability a student scores below proficient on the Math ISAT. We define scoring below proficient as scoring at either “below basic” or “basic.” The results discussed below pertain to the 2015-2016 ISAT but results from the 2014-2015 ISAT are similar. We discuss how factors affect scores on the overall Math test as well as how the factors affect scores on the three different strands of the test: Math Communicating Reasoning, Math Concepts and Procedures, and Math Problem Solving/Modeling/Data Analysis.

The factors we include in our analysis are: grade level, gender, free or reduced price lunch eligibility status, race/ethnicity, whether or not the student’s school district is rural², and the education region the student’s school district is in. Our analysis disentangles the effects of the different factors from each other. In other words, our results on the effect of each factor should be interpreted as holding all other factors constant. In practice, this means that the effects for region should be interpreted as the effect of the region if every region had the same mix of students with regards to grade level, gender, free or reduced price lunch eligibility status, race/ethnicity, and rural school status. The effects for race/ethnicity should be interpreted as the effect for race/ethnicity if every racial/ethnic group had the same mix of students with regards to grade level, gender, free or reduced price lunch eligibility status, rural school status, and regional status. And so on.

We discuss both statistical as well as practical significance of the results. The statistical significance is the degree of certainty that the results for one group are actually different than the results for the comparison group. We define a comparison group for each factor. For instance, the comparison group for grade level is students in the 4th grade. Results for every other grade (3, 5, 6, 7, 8 and 10) are compared to the results for 4th grade. We say the results for a grade are statistically significant if the *difference* between performance for that grade and performance for the 4th grade is statistically significant. In each section below, we identify the comparison group. In the graphs, statistical significance is denoted either by three asterisks (***) to denote a p-value of 0.01 or lower or by one asterisk (*) to denote a p-value between 0.05 and 0.01. Practical significance is more interpretive. Practical significance implies that the gap is large between the groups. For instance, there is a statistically significant gap between males and females on performance on the Math ISAT. But the gap is only one percentage point. While this gap is real, it is not of practical importance. Generally we define practical significance as gaps of more than 5 percentage points.

¹ Cathleen M. McHugh, Ph.D.
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Idaho State Board of Education
cathleen.mchugh@osbe.idaho.gov

² In this paper, we identify rural schools using the National Center for Education Statistics (NCES) locale codes and not the rural school definition found in Idaho Code §33-319.

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We find that the probability a student will score below proficient is higher for students in higher grades. Students in the 10th grade have the highest probability for scoring below proficient. We find suggestive evidence that this is mainly due to their performance on the Math Concepts and Procedures strand.

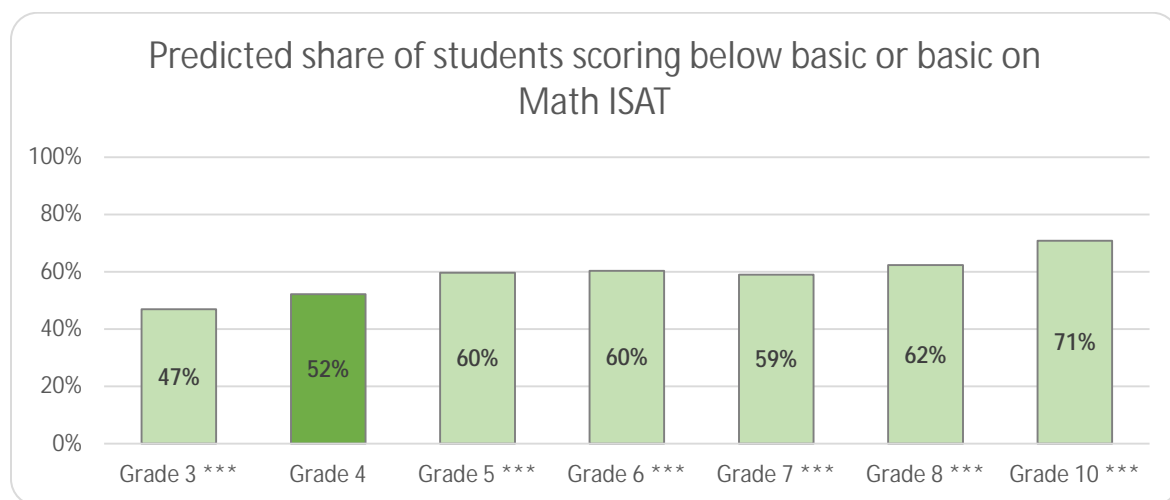
We also find that students who are eligible for free or reduced price lunch are more likely to score below proficient than those students who are not eligible for free or reduced price lunch. Also, American Indian and Hispanic students are more likely to score below proficient than white students. These differences were far more important than differences between males and females, students who attend a rural school versus students who attend a non-rural school, and differences between education regions. This suggests that the most effective interventions will be those aimed at poor and/or minority students. For the Math Concepts and Procedure strand, gaps were largest between minority students and white students and those who were eligible for free or reduced price lunch and those who were not eligible.

Finally, students who attend statewide or virtual schools were more likely to score below proficient than those who attended schools with a physical location. It is unclear whether or not this is due to students selecting into virtual schools. More research should be done to understand this relationship.

Our next step will be to create a student-level longitudinal dataset where we will be able to track how performance in one grade is affected by performance in an earlier grade. We will be able to use this to identify if there are certain grades in which performance diverges for any group and, if so, what factors are associated with that divergence.

Grade Level

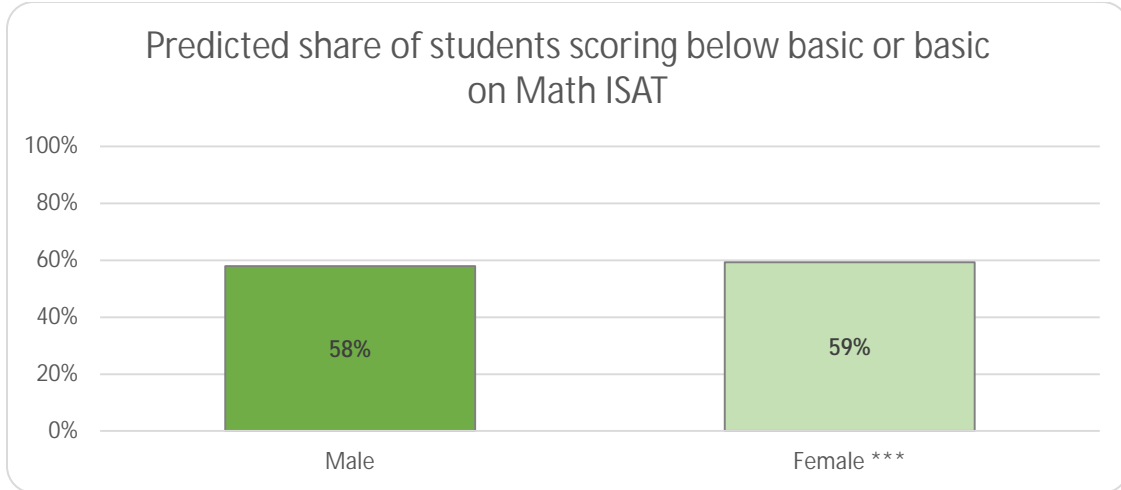
We compared the performance of students in the 4th grade with the performance for each other grade. Students in the 3rd grade are the least likely to score below proficient (below basic or basic) on the Math ISAT while students in the 10th grade are the most likely to score below proficient. While the difference between performance in the 4th grade and performance in each other grade is statistically significant, it appears that grades can be grouped together in the following way: grades 3 and 4, grades 5, 6, 7, and 8, and grade 10. Students in grades 3 and 4 have similar probabilities of scoring below proficient as do students in grades 5 through 8.



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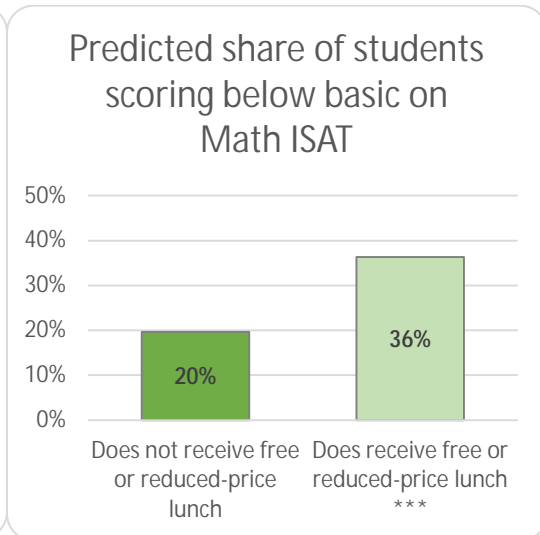
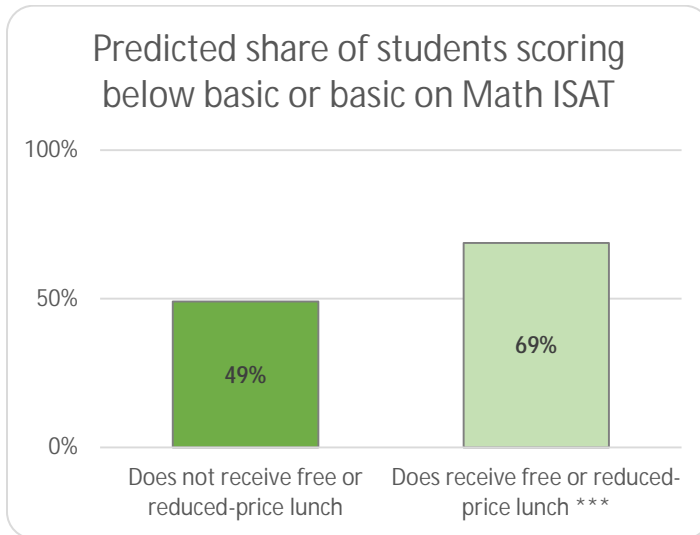
Gender

While females are more likely to score below proficient than males and this difference is statistically significant, the difference is not practically significant.



Socio-Economic Status

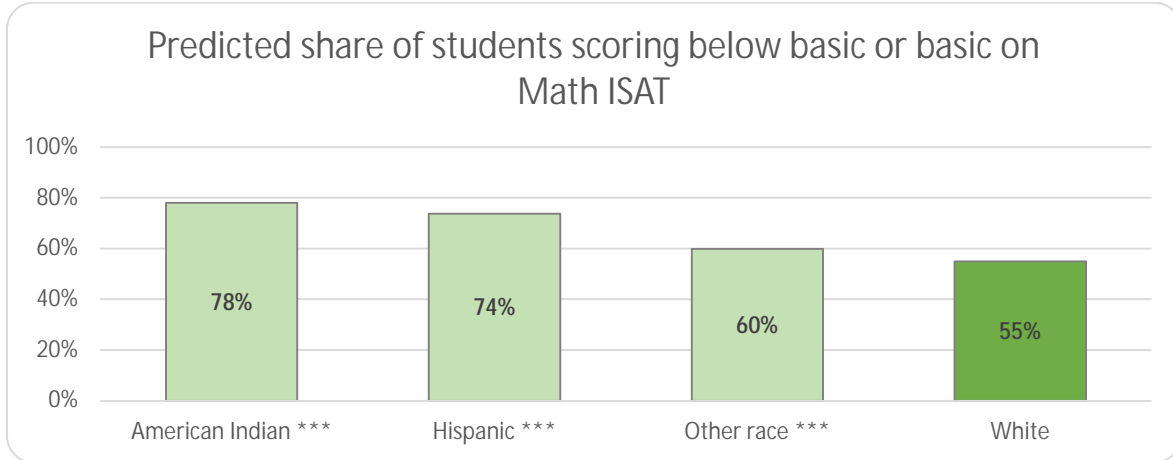
Students who were eligible for free or reduced-price lunch are much more likely to score below proficient as those who are not eligible. This difference is both practically and statistically significant. About half of students who scored below proficient and were eligible for free and reduced price lunch scored below basic and about half scored basic. Students who were not eligible for free and reduced price lunch were more likely to score in the basic category rather than the below basic category.



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Race/Ethnicity

For this analysis, we use white students as the comparison group. All minority students are more likely than white students to score below proficient. The results for American Indian and Hispanic students are both practically and statistically significant.



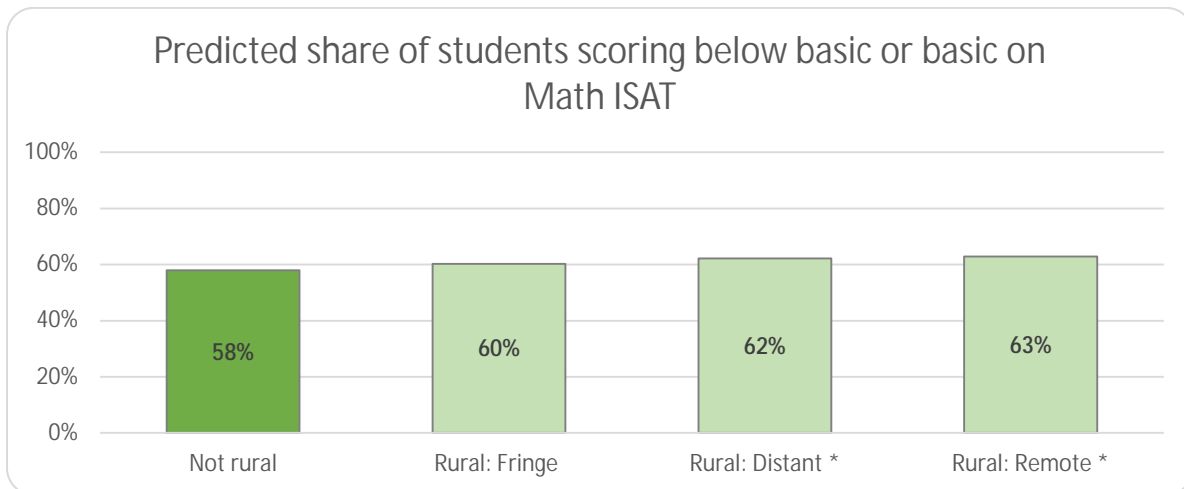
Rural Districts

We characterize a district as rural according to the National Center for Education Statistics (NCES) definition and not the definition found in Idaho Code §33-319. According to the NCES definition, rural districts are further characterized by the distance they are from an urbanized area.

- Rural: Fringe – Within 5 miles of an urbanized area.
- Rural: Distant – More than 5 miles but within 25 miles of an urbanized area.
- Rural: Remote – More than 25 miles from an urbanized area.

For this analysis, we use non-rural districts as the comparison group.

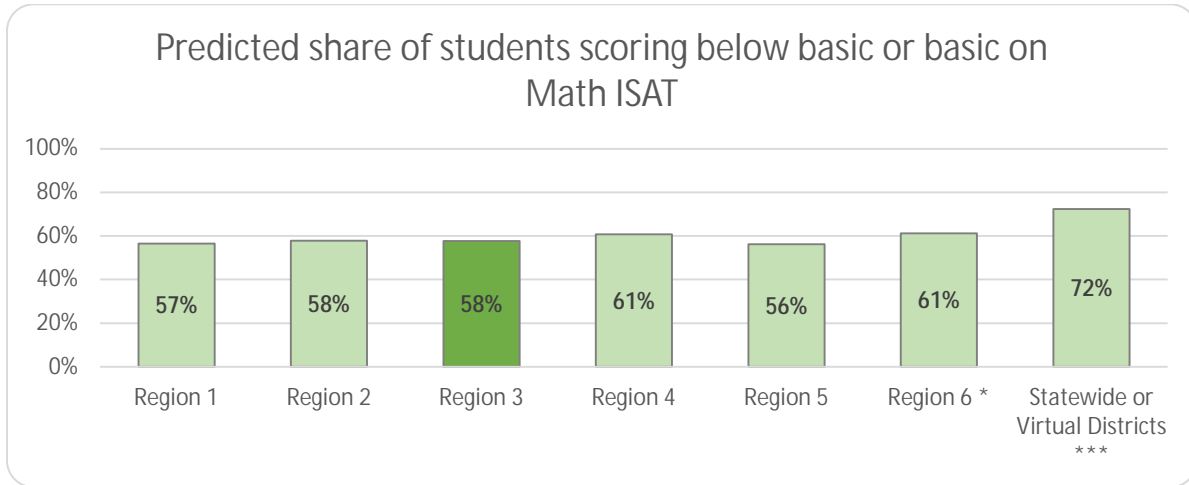
Students in rural districts at some distance from urban areas are more likely than students in non-rural districts to score below proficient. The effect is not as large as the effect of socio-economic status or race/ethnicity discussed above.



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Education Region

For this analysis, we use Region 3 as the comparison region. Only students who attend statewide/virtual schools and students who attend districts in Region 6 are more likely to score below proficient than students in Region 3. The result for statewide/virtual schools is both statistically significant and practically significant.



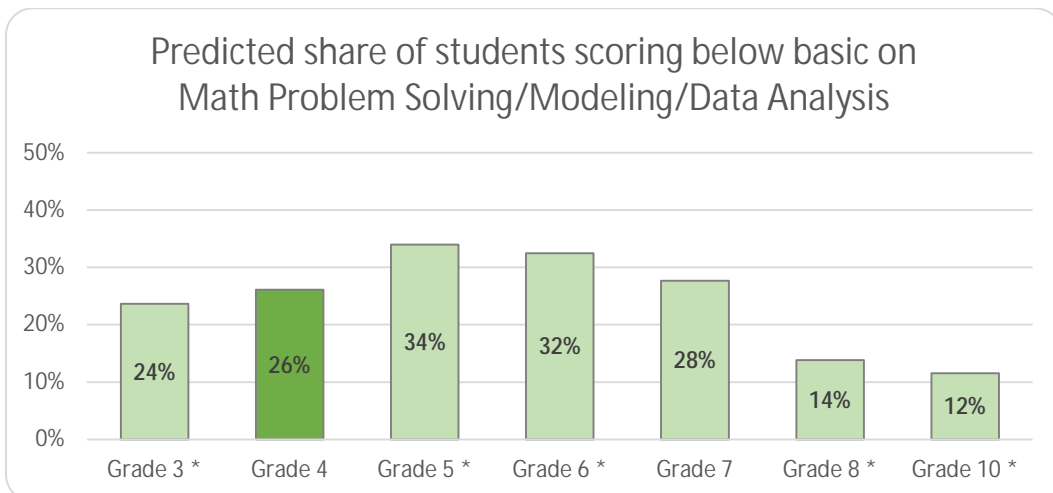
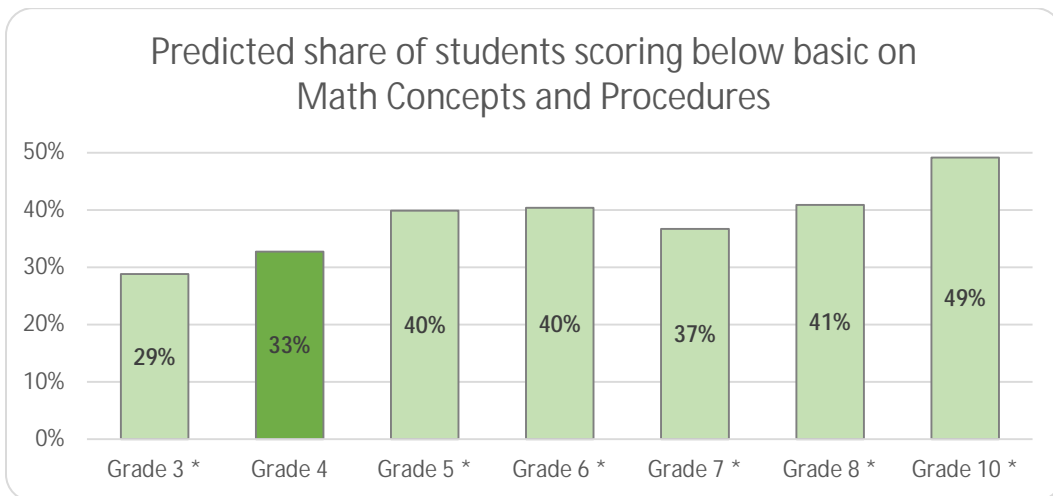
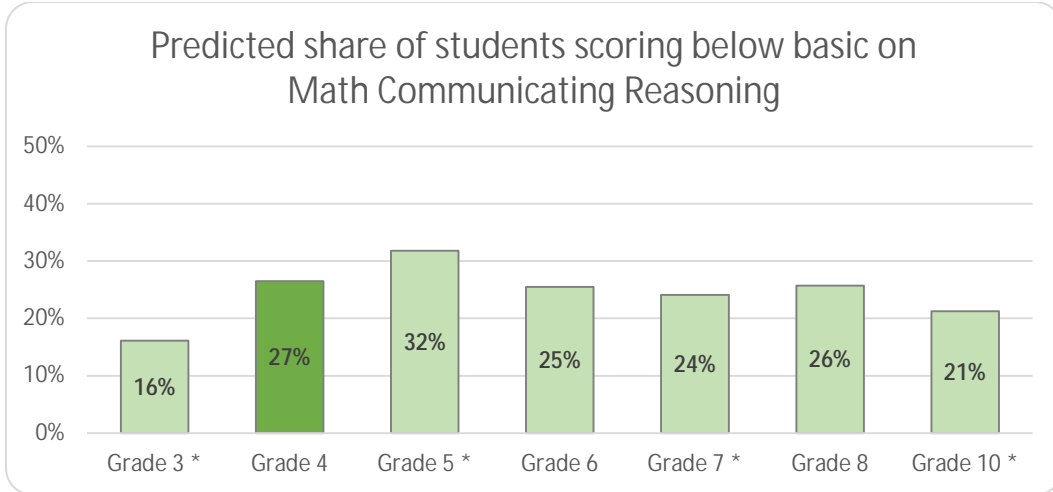
Results for strands of the test

In this section, we briefly discuss the results on the three different strands of the test: Math Communicating Reasoning, Math Concepts and Procedures, and Math Problem Solving/Modeling/Data Analysis. We only examine the probability a student scores below basic for the strands as performance at the basic and proficient levels is less distinct at this level of disaggregation. We find that the largest gap between every group exists for the Math Concepts and Procedures strand. This suggests this strand should be of particular importance in interventions aimed at closing performance gaps.

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Grade Level

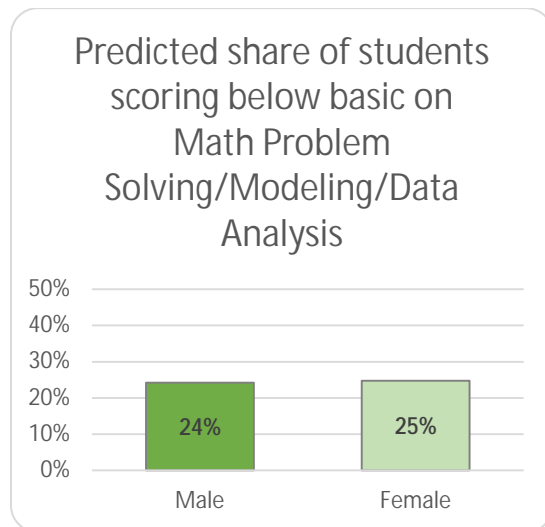
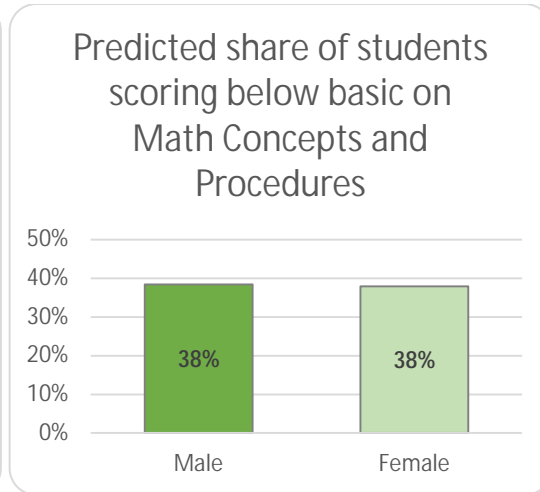
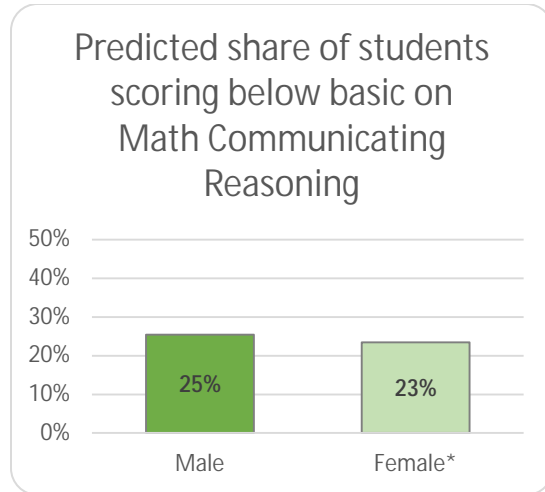
Grade level differences on the Math ISAT seemed to be driven mainly by grade level differences in performance on the strand "Math Concepts and Procedures."



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Gender

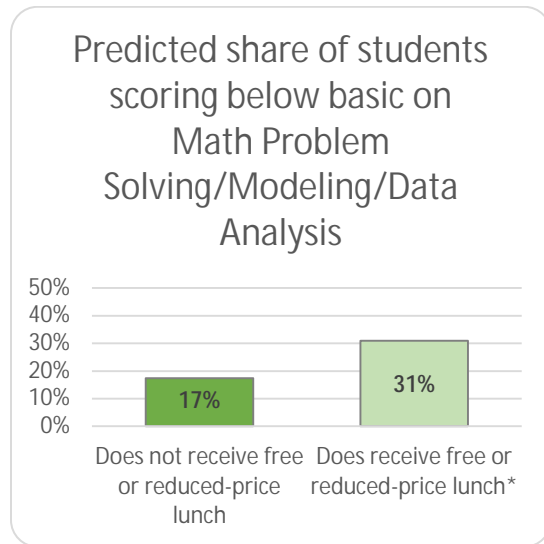
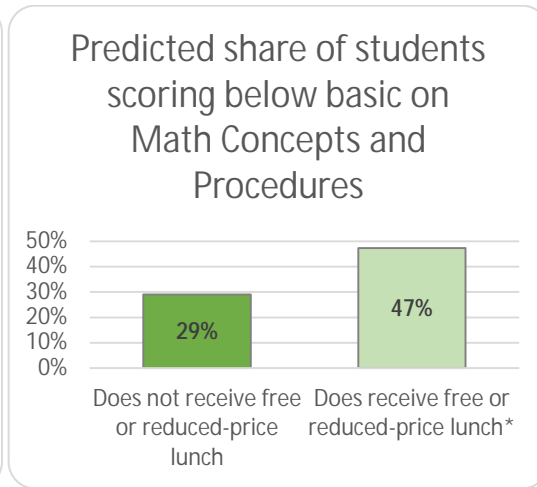
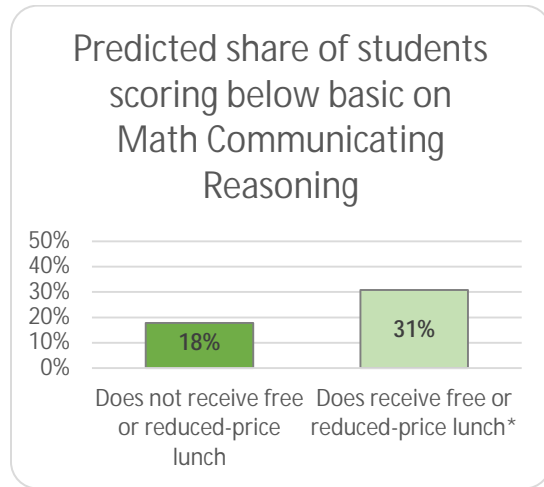
While gender differences are statistically significant, they are not practically significant for any strand of the Math ISAT.



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Socio-Economic Status

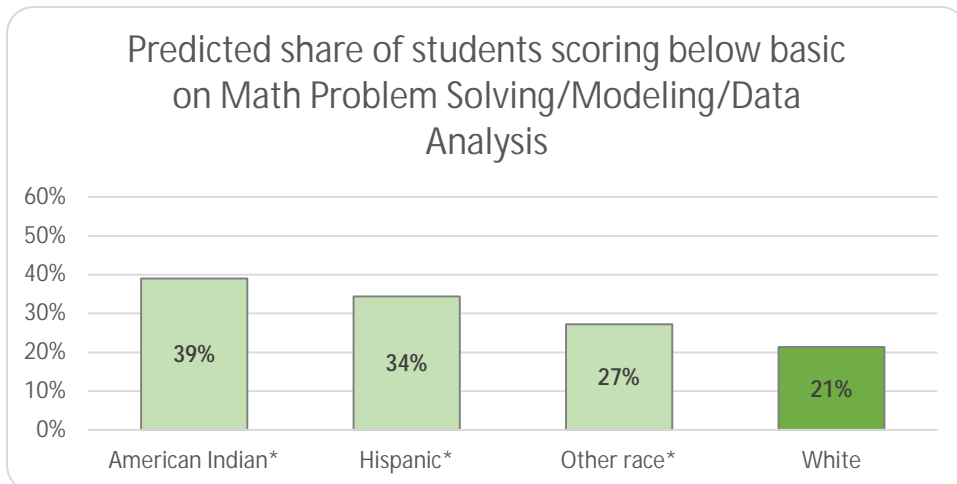
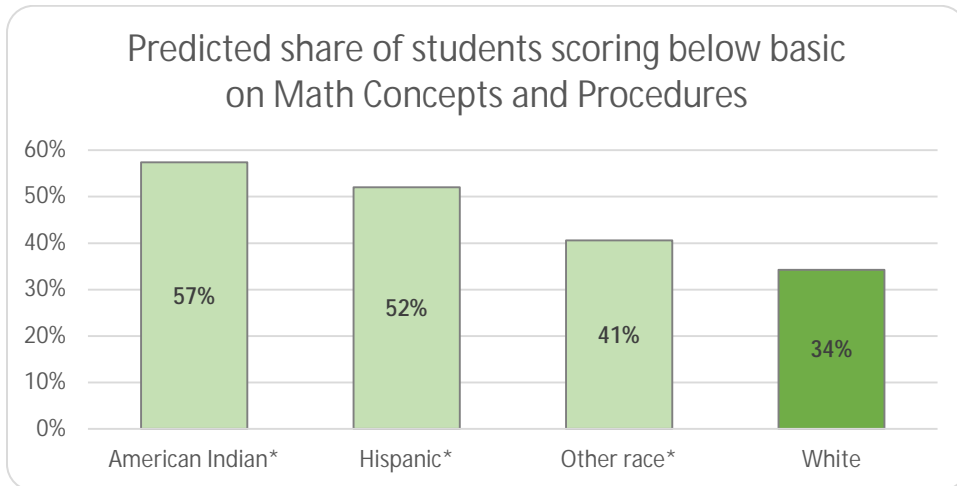
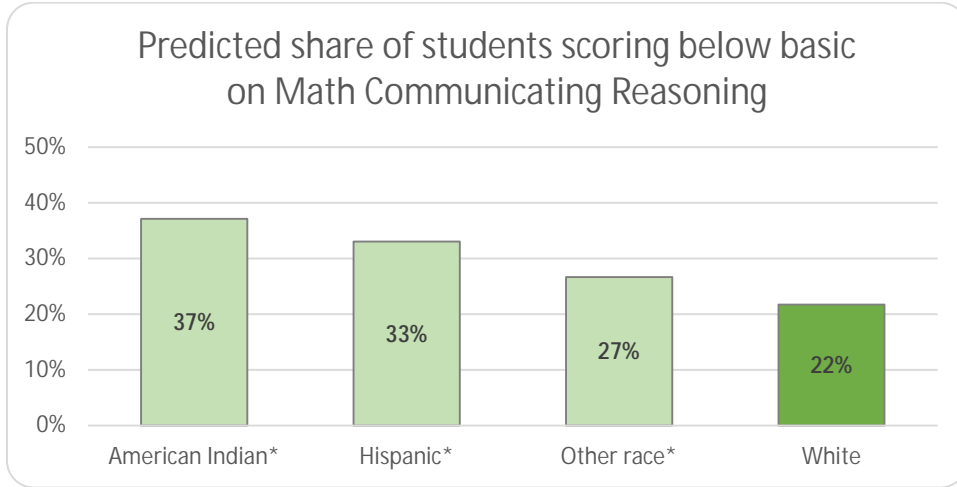
Those who are eligible for free or reduced-price lunch are more likely to score below basic on all three strands than those who are not eligible for free or reduced-price lunch. The gap is largest for the strand "Math Concepts and Procedures."



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Race/Ethnicity

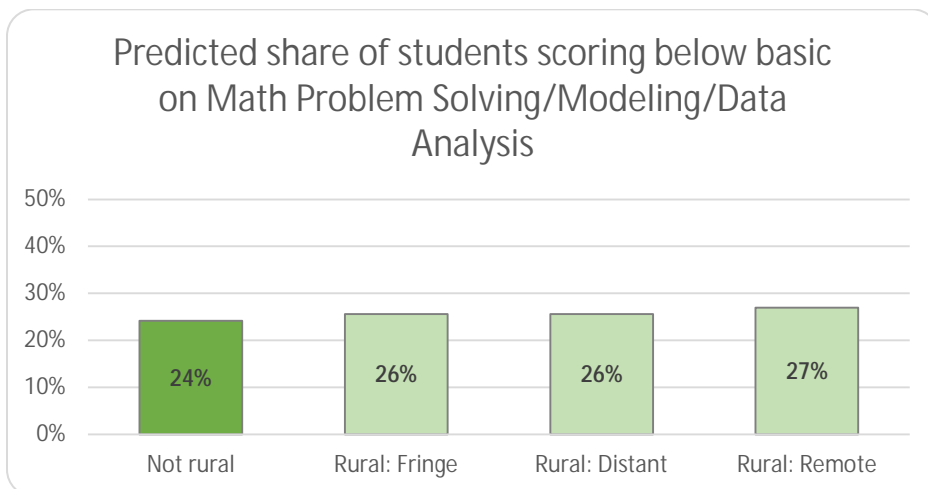
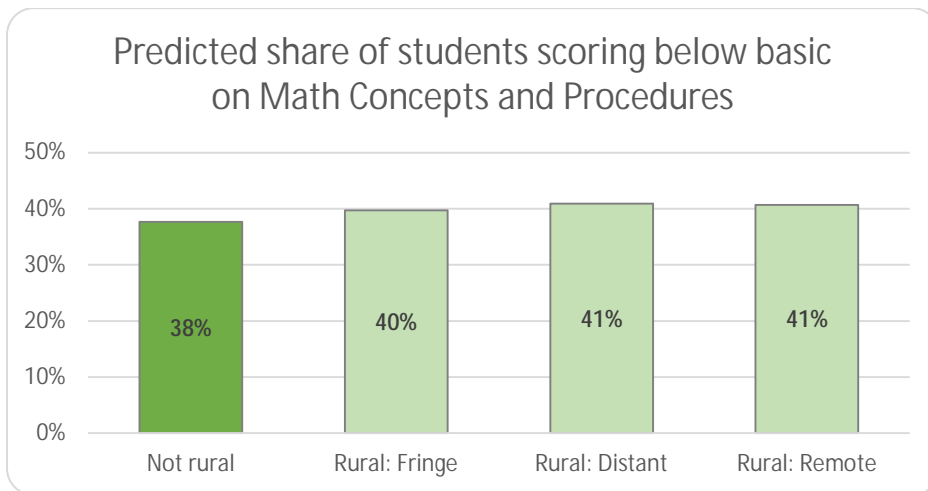
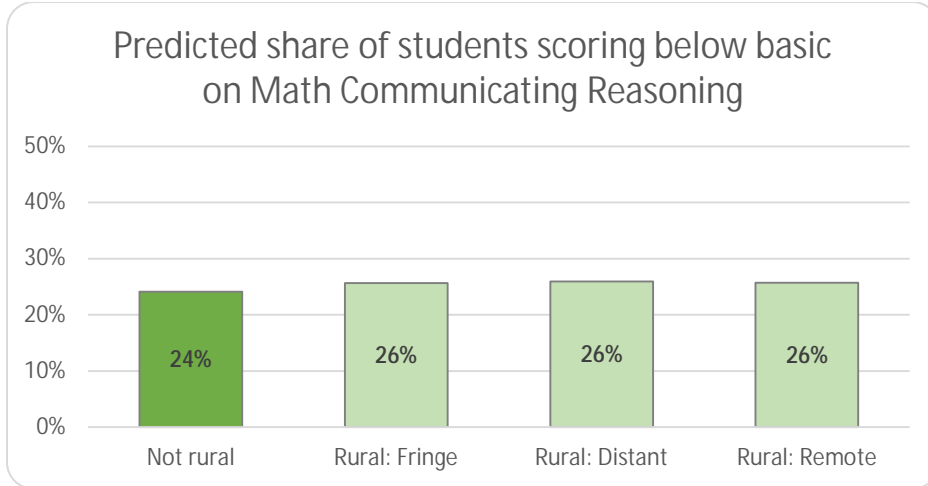
American Indian, Hispanic and Other Race students are more likely to score below basic than white students on all three strands of the Math ISAT. For the most part, these differences are both practically and statistically significant. The gap on the strand “Math Concepts and Procedures” is the largest.



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Rural Districts

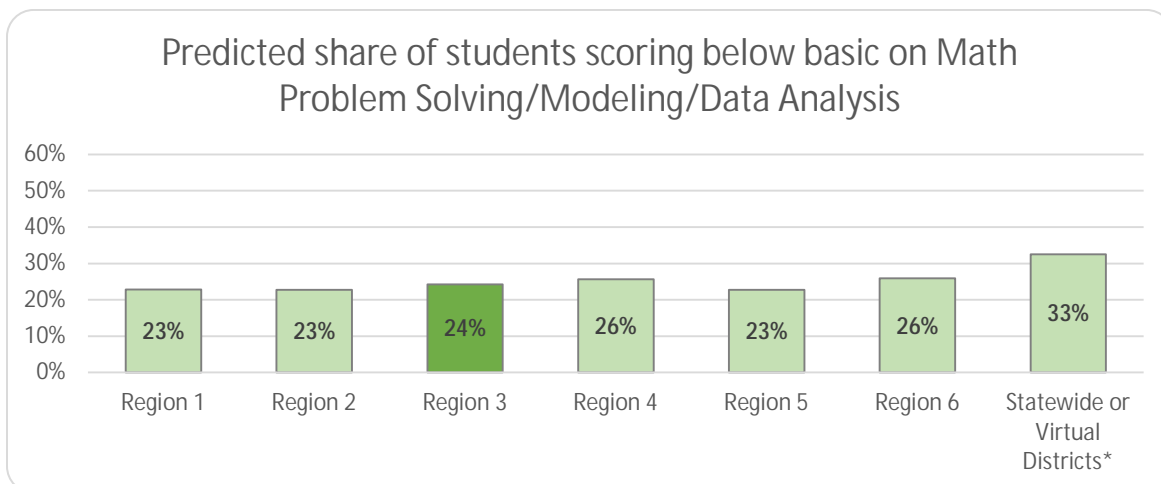
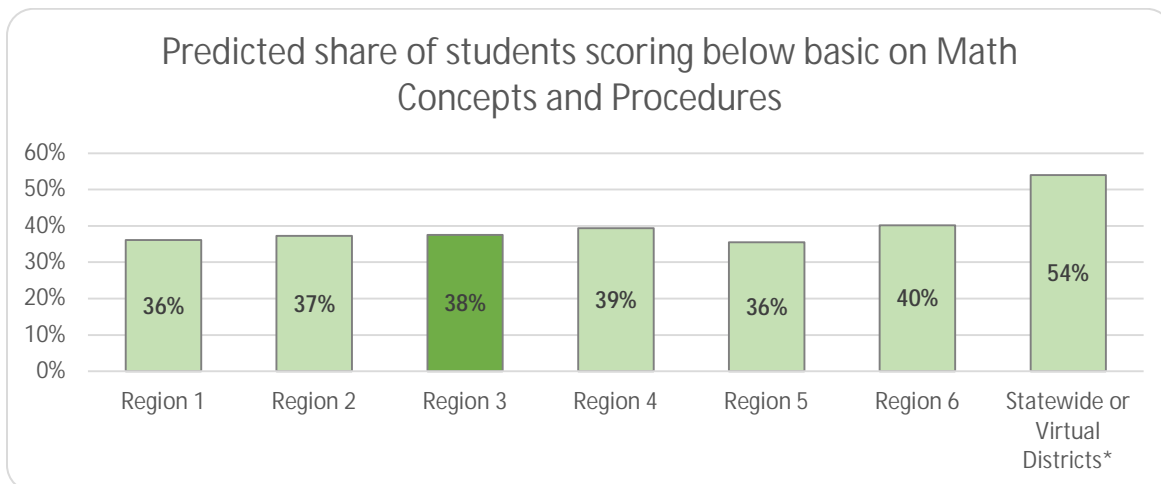
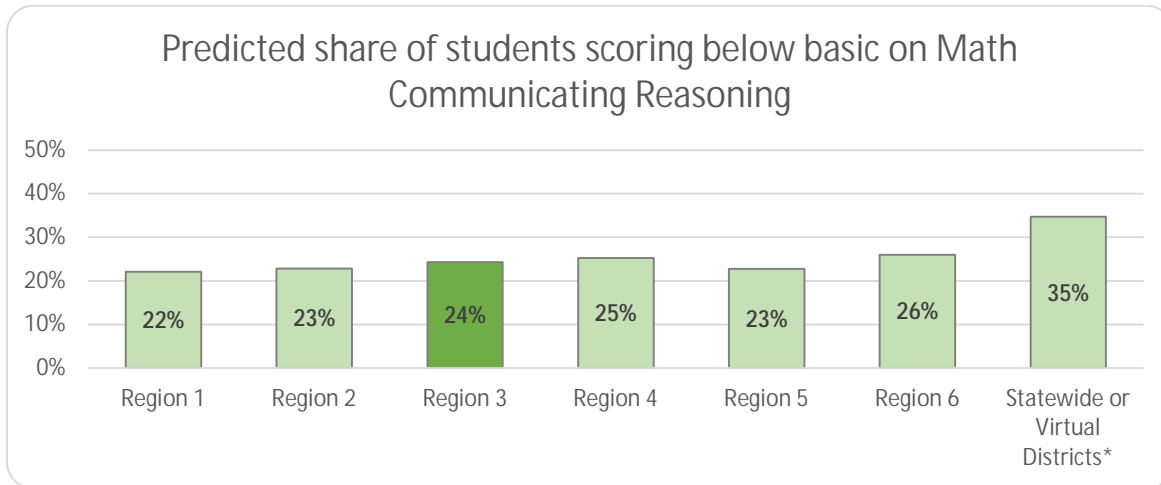
Students who attend rural districts are not more likely to score below basic than those who attend non-rural districts on any three strands of the Math ISAT.



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Education Region

Only students who attend statewide or virtual districts are more likely to score below basic than those students who attend districts in Region 3. The gap is largest for the strand "Math Concepts and Procedures."



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